DOCUMENT RESUME

ED 269 022 IR 051 499

AUTHOR	Thomas, Sarah E.
TITLE	End-User Searching Services. SPEC Kit 122.
INSTITUTION	Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE	Mar 86
NOTE	134p.
AVAILABLE FROM	Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00 per issue. Subscription service is available).
PUB TYPE	Tests/Evaluation Instruments (160) -- Reports - Descriptive (141) -- Guides - General (050)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Libraries; Databases; Foreign Countries; Higher Education; *Instructional Materials; Library Cooperation; *Library Services; Library Surveys; *Online Searching; Online Systems; Program Descriptions; *Publicity; Research Libraries; Search Strategies; *Users (Information); User Satisfaction (Information)
IDENTIFIERS	Canada; United States

ABSTRACT

In mid-1985, researchers contacted librarians at 23 United States and Canadian universities to determine what end-user activities were taking place with the involvement and cooperation of the library. Although most of those contacted were members of the Association of Research Libraries (ARL), a few non-ARL libraries known to have active end-user programs were also called. This Systems and Procedures Exchange Center (SPEC) kit contains information on the SPEC telephone survey (questions asked and libraries contacted); one grant proposal (University of Illinois); five program descriptions (Cornell University, Memphis State University, Pennsylvania State University, Texas A&M University, and University of Pennsylvania), four examples of publicity (same libraries as above except for Pennsylvania State); nine sets of instructional aids and references tools (same libraries as program descriptions--two items from Pennsylvania State--plus Drexel University, Johns Hopkins University, and University of Ottawa); six evaluation/questionnaires (Cornell, Drexel, Memphis State, Pennsylvania State, and Texas A&M Universities, and University of Ottawa); and a select bibliography. A brief introductory summary covers planning and implementation of end-user searching programs; types of support programs; appraisal instruments to measure patron satisfaction; and trends and needs. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
OERI
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official position or policy.

D

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Maxine Sitts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

spec flyer
#122 MARCH 1986
OMS
Systems and Procedures Exchange Center
ISSN 0160 3582

END-USER SEARCHING SERVICES

In the past decade, on-line searching has become an accepted reference function in most research institutions. Librarians have acted as intermediaries, guiding patrons through the intricacies of command languages and helping select appropriate databases for required information. With the rapid development of individual access to terminals and personal computers, and as faculty, staff, and students begin to access databases directly at the office and at home, librarians are finding new ways of assisting patrons, and developing new public services programs to meet user needs.

In mid-1985, researchers contacted librarians at 23 U.S. and Canadian universities to determine what end-user activities were taking place with the involvement and cooperation of the library. Although most of those contacted were members of the Association of Research Libraries, a few non-ARL libraries known to have active end-user programs also were called. An end user, for purposes of this investigation, is defined as a person who performs his or her own searches of commercially available on-line databases. All but one library reported either having a active end-user program on campus or being in the planning stages of developing a program.

PLANNING AND IMPLEMENTATION. Most libraries base their decision to establish a program on expressed or perceived needs. They then review considerations such as funding, staffing, market audience, equipment, and facilities. At many institutions, branch libraries have led the way in working with end users. Business, health-science, law, and other specialized libraries are more apt to have established programs for end users, both because their positions of relative autonomy on campus enable them to implement innovations more rapidly and flexibly than in larger, central libraries, and because their target groups are more focused. Having a specialized audience means that they can concentrate heavily on familiarizing patrons with a limited number of on-line sources in a single subject area. In addition, costs can be contained more readily.

In contrast, the wide array of databases that might be searched to satisfy the requirements of the entire university population presents special challenges to reference librarians attempting to mount a similar operation in a main research library. Other factors that influence the ease and time required to set up an end-user program include the size of the library, the workload of staff, and the number of users. Libraries with many users tend to take longer to engage in the process than libraries with a more specialized clientele.

TYPES OF SUPPORT PROGRAMS. Most libraries provide some equipment for end-user searching, ranging from one to several terminals in public, semi-private, or private areas. However, other libraries have made no provision for direct on-site searching by patrons, assuming that most individuals interested in end-user searching have access to their own microcomputer. Some libraries subsidize searching, either through grant funding or library allocations, while others charge, using flat hourly rates or direct, up-front payment with cash or prepaid coded cards.

Reference staffs appear to have two major types of responsibilities that can be categorized as general assistance and training. If in-house equipment is available, libraries usually offer some general support. This help can range from a professional librarian prepared to sit by patrons as they perform their searches, to graduate student employees who are familiar with micros. Most librarians recommend pre-search counseling for end users, particularly since most end-user searching is conducted during evening and weekend hours when cheaper rates prevail, but library staff is often scarce. To assist patrons, some libraries offer daytime appointments to review search strategy.

The groundwork for end-user searching at several universities is laid in classes taught by public services staff. Classes can take the form of introductory workshops and advanced tutorials, or can be an integral part of the university curriculum, with credit given to those enrolled. Since it is virtually impossible to cover all databases or even instruct users in-depth in a single database, librarians tend to stress the conceptual aspects of searching, such as Boolean logic, rather than intricate details of particular databases. Classroom instruction enables librarians to make patrons aware of many critical tools that can improve their searching such as thesauri, indexes, manuals, and other printed aids. Most

The Systems and Procedures Exchange Center (SPEC) is operated by the
Association of Research Libraries, Office of Management Studies,
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Telephone (202) 232-8656.

librarians prepare handouts summarizing important system features, including database coverage, costs, and important system commands. In addition to classroom training, printed reference guides, and one-on-one assistance, some libraries have developed computer-aided instruction disks that enable end users to learn database searching techniques at their own pace.

EVALUATION. Almost all libraries surveyed design appraisal instruments to measure patron satisfaction and to collect feedback that could be used to improve their programs. Evaluations, coupled with logs of users, can provide valuable insight into end-user searching, and even serve as tools to identify experts who are familiar with less common databases.

TRENDS AND NEEDS. At this point, end-user searching on university campuses is moving from a novelty to a routine. Where libraries offer end-user searching, faculty and staff are taking advantage of it, although not always as voraciously as some had anticipated. Some evidence indicates that end users can search effectively enough to meet their requirements and perform searches less expensively than librarians or information services. Other reports suggest that searchers initially interested in direct access to databases are still relying on the expertise and skills of librarians, finding that working with a librarian facilitates their literature searches and improves their results.

More and more libraries are setting up programs to work with the end user, and as more individuals have access to computers through the wired campus, personal computers, and scholar workstations, the population expecting and capable of performing their own searches will increase. The librarian's role in this process is that of guide and facilitator who can work closely with faculty, academic departments, and campus computer centers to ensure that people use database searching to its full potential. As a consequence of this increasing end-user activity, librarians can anticipate greater demand for their services, including assisted on-line searching and document delivery. One of the most significant roles librarians can play is that of consultant, an expert who can perform challenging searches and who is up-to-date on developments in the information field that have a bearing on the client's needs.

Finally, librarians are actively studying and experimenting with emerging technologies that offer alternatives that could lower the cost of database searching. Forward-thinking institutions are mounting databases on campus computers or obtaining data on laser or compact disk to eliminate telecommunications and connect hour charges, and are developing software that facilitates searching through use of intelligent gateways or expert systems.

The SPEC Kit on End-User Searching (#122, March 1986, 112 pages) contains information on the SPEC telephone survey (questions asked and libraries contacted), one grant proposal, five program descriptions, four examples of publicity, nine sets of instructional aids and reference tools, six evaluation/questionnaires, and a select bibliography.

* * *

This Kit was prepared by
Sarah E. Thomas, Chief, Technical Services Division,
National Agricultural Library, as part of the
OMS Collaborative Research-Writing Program

SPEC Kits (ISSN 0160 3582) are available by subscription through subscriptions services or direct from the publisher. Individual issues cost $20.00, plus $5.00 postage outside the U.S., through distributors or direct. (ARL member price $10.00.) Prepayment is required. If ordering direct, send check payable to "ARL Office of Management Studies" to: SPEC, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036. Order by Kit Number and Title. Direct Order Forms listing back issues and Subscription Forms are available from the same address.

USES OF SPEC KITS

The Systems and Procedures Exchange Center (SPEC) is a clearinghouse operated by the Association of Research Libraries, Office of Management Studies that provides a central source of timely information and materials on the management and operations of large academic and research libraries. It facilitates the exchange of knowledge and documents through SPEC Kits, which are distributed ten times each year to ARL members and other interested libraries. The Kits include topically-arranged groupings of unedited primary source documents – selected for their value to administrators and decision-makers – that illustrate a wide range of alternative approaches to specific issues.

Kit documents come from general membership surveys and from selected libraries contacted directly by SPEC, and most Kits are produced within six months of surveys. The documents' value comes from their variety of ideas, methods, and solutions. They are not viewed as finished products, but rather as points of departure for a library's planning efforts and as stimulants to innovative approaches to problem-solving. As such, Kits do not present answers or prescriptions for any one library; instead they illustrate how selected ARL members are planning for or dealing with particular issues. The worth of any one Kit to a particular library will depend upon the specific topic covered and the library's stage of development in that area.

Materials are selected according to the following criteria:

- Presents an approach of potential value to administrators and decision-makers
- Timely, and dealing directly with the topic under consideration
- Probability of application of ideas or thinking to other library situations
- Illustrative of actual practice, rather than theoretical
- Understandable, readable communication

All together, the materials should provide a range of alternative approaches that complement each other, provide variety, and stimulate comparison and contrast.

Libraries can take advantage of the Kit compilations in a number of ways. Administrators can evaluate the assumptions, methods, and results of other libraries' approaches; compare and contrast them; and use the learnings in their own situations. Library staff members can use the kits as professional development and current awareness tools. Committees and task forces can use them to begin a review of current practices. And the Kits can identify other persons or places to contact for further information. Back-up files in the SPEC office also are available for loan to member libraries. In addition, SPEC will conduct on-demand surveys or analyses geared specifically for a single library.

EVALUATION

Kit Title/Number ______________________________

1. Which uses did the library make of this Kit?

2. Please indicate how useful the Kit was for these purposes.

☐ Very Useful ☐ Quite Useful ☐ Somewhat Useful ☐ Not Useful

3. Do you have suggestions for this Kit or for future Kits?

(optional)

NAME ______________________________

LIBRARY ______________________________

PHONE ______________________________

Please return this form to the SPEC Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, DC 20036.

1/82

spec
Table of Contents
OMS
System and Procedures Exchange Center
ISSN 0160 3582

END-USER SEARCHING SERVICES
#122, March 1986

SURVEY QUESTIONS/LIBRARIES CONTACTED 1

GRANT PROPOSAL FOR END-USER PROGRAM

Project Excel Proposal for Second Year (1985-86) 3
(University of Illinois)

PROGRAM DESCRIPTION

Instruction in Online Searching of Bibliographic Data Bases 12
(Cornell University)
Information Retrieval U-Search, Patron Agreement, U-Search Student ... 14
Assistant Duties (Memphis State University)
End-User Searching Program - Staff Responsibilities 17
(Pennsylvania State University)
End-User Searching. (Texas A & M University) 18
Online Computerized Searching of Bibliographic Databases 20
(Van Pelt Library, University of Pennsylvania)

PUBLICITY

Microcomputer Workshops/Fall 1985. (Cornell University) 25
Pilot Project "Do It Yourself". (Memphis State University) 26
Library Do-It-Yourselfer Publicity, Announcement to Grad Students 27
and Teaching Faculty. (Texas A & M University)
Online Searching in Van Pelt Library. (University of Pennsylvania) ... 32

INSTRUCTIONAL AIDS AND REFERENCE TOOLS

Online Searching of Bibliographic Data Bases - Open Workshop, Microcomputer Access To Online Information (flow-chart), A Comparison of Computer Search Services, BRS After Dark Search Strategy Form. (Cornell University) 33

Self Service Searching Procedure, Before Using the Compuvend Machine, Procedures for Using the Compuvend Machine. (Drexel University) 37

Comparison Chart for Selected Search Systems, Selecting a Personal Search System, Guidelines for Evaluating Databases, Logical Connectors and Venn Diagrams, Parts of a Document, Logical Connectors, Special Search Capabilities, Nesting, Field Qualification. (Johns Hopkins University) ... 42

Search Worksheet 1: Concept Development, Search Practice Form, U-Search Suggestion Form, Select Menus, U-Search Service, Business Communications Outline, Database Descriptions. (Memphis State University) 53

BRS After Dark Introcductory Seminar. (Pennsylvania State University) 64

Search Planner for Search Helper, Search Planner for BRS After Dark, Flip Chart for Search Helper, Flip Chart for BRS After Dark. (Texas A & M University) 68

Online After Six Worksheet, BRS After Dark, Field Qualification (University of Ottawa) 76

BSR After Dark Quick Guide, Dialog/Knowledge Index Quick Guide (University of Pennsylvania) 79

Registration form for Online Database Session, Using Personal Computers for Information Retrieval: A Consumer's Guide. (Pennsylvania State University) 82

EVALUATIONS-QUESTIONNAIRES

Instruction for the User of Computerized Information Systems: Does it Help, Evaluation. (Cornell University) 87

W.W. Hagerty Library Self-Service Searching Questionnaire. (Drexel University) 97

U-Search Evaluation Form. (Memphis State University) 99

Using Personal Computers for Information Retrieval: A Consumer's Guide Post Session Questionnaire. (Pennsylvania State University) 101

End-User Questionnaire, Staff Questionnaire, Follow-up Study Questionnaire, The Role of Instruction in End-User Operated Searching, Summary, Conclusions. (Texas A & M University) 103

Online After Six Presearch Counseling Questionnaire. (University of Ottawa) 109

SELECT BIBLIOGRAPHY 112

Survey Questions
Libraries Consulted

spec

END-USER SEARCHING SERVICES QUESTIONNAIRE

OMS

System and Procedures Exchange Center

Issue: The role of the librarian in serving the end-user of on-line databases

Questions:

1. What role does your library take in educating and updating end-users about the existence of databases? In particular, how do you inform end-users about the use of the equipment, the broker handling the database, and the materials available to assist them in their use of the database?
2. What needs does the end-user have?
3. What services does your library provide for end-users?
4. Which databases are people using? List 5 most popular.
5. Does your library have a list of recommended database services or vendors?
6. What kind of information do you have about the end-user at your institution? Do you have a profile of the end-user at your university?
7. Have you assessed patron satisfaction with the end-user services you are providing?
8. In what ways does your library cooperate with the campus computer center in dealing with vendors and brokers, in the operation of the on-line databases, and in disseminating information about on-line databases to faculty departments and to individual end-users?
9. Within the library, who works with the end-user? What is her/his level of responsibility? How much time does he/she spend in this role?
10. How does the end-user affect equipment planning for your library?
11. How widespread is direct use of on-line database at your institution?

Send any supporting documentation on the relationship of the librarians with the end-user at your library by August 1, 1985 to:

Sarah Thomas
Chief, Technical Services Division
National Agricultural Library
Beltsville, MD 20705

LIST OF LIBRARIES CONSULTED

Brown University
Cornell University
Cornell University -- Mann Library
Drexel University
Johns Hopkins University
Johns Hopkins University -- Welch Medical Library
Massachusetts Institute of Technology
Memphis State University
New York University
Northwestern University
Ohio State University
Ohio State University -- Health Sciences Library
Pennsylvania State University
Rice University
Stanford University
Texas A&M University
University of Arizona
University of Illinois
University of Miami
University of Ottawa
University of Pennsylvania
University of Texas

Grant Proposal for End-User Program

PROJECT EXCEL PROPOSAL
FOR SECOND YEAR (1985-86)

Project Name: An experiment in student use of microcomputer interfaces to information retrieval systems

Principal Investigator: Mitsuko Williams

Co-Investigators: William H. Mischo and Linda C. Smith*

Department: Library; *Library and Information Science

PROPOSAL

OBJECTIVES

This proposal seeks funding for a pilot project to develop and test microcomputer workstations with expert system interface software to allow UIUC library users (particularly undergraduates) direct access to online bibliographic databases containing citations to the periodical literature. This interface software will: 1) enable untrained users to perform specific, cost-effective searches of bibliographic databases without the assistance of intermediaries and 2) provide enhanced access to the periodical literature which comprises a significant portion of the Library's collection and is not accessible via the UIUC Library's online catalog.

Libraries have expanded their use of computer technology to facilitate access to rapidly growing library collections. Timely and comprehensive access to periodical literature is particularly important for university library users because periodicals provide the most current information for research and instructional purposes. Online versions of the major abstracting and indexing services have been available via commercial database vendors since the early 1970's. These online information retrieval systems are used primarily to locate and retrieve citations to articles in periodicals. The direct interaction with these online information retrieval systems is primarily by trained searchers, principally library reference department staff.(1) The role of end users--that is, those individuals requesting searches--is typically to supply information for search strategy formulation and interact with the intermediary searchers. These sophisticated information retrieval systems, when used in their native mode, require trained searchers because of: 1) dissimilarities between the vendors and the databases; 2) the bewildering number of available databases; 3) the complexities and variations in command language; 4) the lack of standardization in database search elements; and 5) the potential costs of searching and printing.

Although access is primarily through intermediaries, online database searching plays an integral role in the retrieval of information in periodical literature by library users. Presently, online access is available to over 80 million bibliographic citations (many with abstracts) in some 2,000 publicly available databases. On the UIUC campus, online literature retrieval services have been available since 1974 at the Information Retrieval Research Laboratory, and since 1978 at various departmental libraries. The 1983 UIUC Library total connect time for online searching was over 600 hours.

In the last several years, in response to the proliferation of the personal computer with communications capabilities, the commercial database vendors such as BRS (Bibliographic Retrieval Services) and DIALOG (DIALOG Information Services, Inc.) have introduced scaled-down, less expensive versions of their systems (BRS/After Dark and Knowledge Index, respectively) in an attempt to attract the end user. These systems are available during non-business hours, i.e., evenings and weekends, and offer 30-50% discount on connect hour charges. However, recent studies have shown that untrained users of these simplified systems, while enthusiastic about performing their own searches, still experience difficulties with database selection, search strategy formulation, and the use of Boolean logic.(2,3,4) As a result, even though the number of colleges and universities providing end user search services is increasing, these institutions have found it necessary to provide intensive initial training sessions and continuing assistance to end users.

Also in the last year, several microcomputer-based commercial software packages have been introduced to facilitate database searching for end users. These available software packages have been found to be extremely limited in their application and not adaptable to the full scope of library user needs addressed in this pilot project.

The procedures and software developed in this project will be applicable to other libraries on the UIUC campus as well as in other colleges and universities.

DETAILED PLAN

The software and search procedures developed and tested in this project will address the identified difficulties that untrained end users encounter with search strategy formulation, including the problems associated with Boolean logic. The principal focus of the project will be to develop an effective, interactive offline dialogue with the end user to define and refine the search topic. The negotiated user queries will then be reformatted into the appropriate online database system form for automatic presentation and execution. This project will investigate user-conducted search sessions that include the following features:

1) offline interactive search strategy formulation--including selection of the appropriate database--and reformatting into command strings acceptable to the database vendor;

2) automatic dial-up and log on to appropriate database vendor, including masking of the password;

3) execution and software interpretation of the pre-stored

search strategy;

4) modification of preliminary search results via a user feedback mechanism;

5) immediate, offline printing of the captured citations;

6) linking of search results to the UIUC Library online catalog for holdings and availability information.

Many of the procedures in the above-mentioned features 2 through 5 have been implemented in ILLINOIS SEARCH AID, a microcomputer communications package developed in 1984 for the IBM PC at the UIUC Engineering Library and presently being used at five UIUC library units which are providing mediated online searching. This software, which allows offline storage and editing of search strategy, facilitates database searching for the trained searcher. The microcomputers utilized for these searches are dedicated to library use, and are not in public service areas or accessible to library patrons. The proposed pilot project will utilize and expand these previously developed software techniques to facilitate database searching for the end users without any orientation or training.

The microcomputer workstations will be housed in four selected library search sites with large undergraduate student population. The sites selected for this purpose are: Agriculture, Biology, Engineering, and Undergraduate libraries. Each site will feature customized software mediated selection of the appropriate database vendor and database to meet students' information needs. Student assistants, most likely drawn from the Graduate School of Library and Information Science, will monitor the sites during service hours as described in the Implementation Plan.

Although the project's potential population includes all students and faculty members using the UIUC libraries, the students in the following courses have been identified as the primary target population for this pilot project:

COURSE	APPROXIMATE ENROLLMENT/SEMESTER
Agriculture Communications 106	70
Agriculture Communications 310	20
Agronomy 350	30
Agronomy/Horticulture 336	20
Biology 123	400
Ceramic Engineering 190	35
General Engineering 242	50
Metallurgical Engineeering 370	30
Theoretical & Applied Mechanics 199	20
Speech Communications 112	240

All of the above mentioned courses include a library research component in order to produce term papers or satisfy other guided or independent projects. As the primary target population, the students in these classes will receive an announcement of the search service. However, we intend to allow all library users to conduct searches so that the overall usage pattern and software efficacy may be studied.

The successful development of the software will make online access to information sources widely available to students. The resulting literature searches will free students' time for the intellectual synthesis of information, and will stimulate their interest in personal information retrieval and database management. It is anticipated that complex, comprehensive searches will continue to be performed through intermediaries.

Because the databases utilized in this pilot project are only available commercially, costs such as connect charges and royalties are assessed by the database producers and vendors at an average of $15/hour. Funds to pay for these costs will be obtained from both departmental contributions and outside sources, including the database producers, vendors, and library-related granting agencies. We expect that funding will be available to underwrite the search costs during the test period of at least one year. If the results of this pilot project demonstrate the viability of this approach to end user searching, we expect the Library or other campus units to provide this type of information service on a larger scale using internal funds with, possibly, a cost-recovery component.

UNIQUENESS

The provision of end user access to online literature access is not totally new. However, the proposed project presents an innovative approach to microcomputer-assisted searching that will address the identified problems associated with end user searching in library settings. The unique software developed in this project will enable UIUC students to perform efficient, cost-effective database searches. The greatly enhanced subject access provided to library users by this project will complement information available in the Library's Online Catalog. While many libraries are experimenting with online catalogs, none presently include a provision for accessing the periodical databases. The software developed in this project will allow microcomputer workstations to be used in distributed information networks that link library users to both local and remote information sources.

While this project will utilize some of the techniques developed in other software packages for database searching, the software developed in this project will differ in these important respects: 1) the software will be modifiable to allow customized access to different vendors and selected databases depending on the departmental library unit in which the microcomputer workstation is located; 2) the software will allow non-comprehensive, specific searches with limits on language of publication, citations retrieved, and time spent online; 3) mechanics for end user access to the periodical literature will be linked to an existing online public catalog and local data, such as abbreviations information, holdings, and call numbers.

IMPLEMENTATION PLAN

The software development as well as the preparation and pretesting of the evaluation instruments will take place during spring and summer 1985. Necessary remodeling of the facilities, the installation of phone lines and communication ports will take place during summer. Workstations, student assistants, and funding resources will be available for searching beginning Fall semester, 1985.

The equipment for this project must be housed in the individual libraries where the resource materials are located to insure timely access to full articles. Students will also benefit from other library resources and staff assistance in the library. During the pilot project, the workstations will be utilized for searches for at least 30 hours per week at each site. Specific days/hours considered are 5 pm - 10 pm, Sunday through Friday, with possible slight variation of the schedule for the Undergraduate Library. In order to coordinate data gathering for evaluation purposes, equipment must be received all at one time, i.e., in time for the Fall 1985 semester.

TECHNICAL SUPPORT

Because expertise necessary for this project exists among the investigators, it is anticipated that assistance from other campus units will not be needed. All of the investigators have considerable experience in online database search processes as well as the contents of various databases. Our familiarity with students' information seeking pattern will also be valuable in the design of the software. In addition, as author of ILLINOIS SEARCH AID, Professor Mischo will contribute his programming knowledge in the writing of the software.

SPACE PLAN

Because of the structural differences of each unit, location of workstations will vary slightly from library to library. In the Agriculture, Biology and the Undergraduate libraries, the workstations will be located on the main floor near the Reference and Index Collection, while in the Engineering Library, the workstations will be placed on the main floor in the public service area. Only the Biology Library will require remodeling to the extent that several shelving units must be removed to adequately house the workstations.

EVALUATION PLAN

The evaluation will determine to what extent the stated goals of the project are realized. Data to be collected and instruments to be used include the following:

(1) Statistics on usage. This will include: a) "demographics" of the user group--class level, major field of study, age, sex, prior computer experience, prior library experience, prior searching experience; b) patterns of use--day, starting time, and length of session; c) resources used--databases accessed and number of items retrieved. These data will be analyzed to develop a profile of system

users and use and comparisons will be made across test sites to look for similarities and differences in use. Data will be gathered from questionnaires filled out by system users and from a log kept by the graduate assistant supervising system use. Statistics on usage will also be used to compute the cost of providing the service.

(2) Assessments of user satisfaction. Users will complete a questionnaire at the conclusion of a search session. Several of the questions from the questionnaire used in the Council on Library Resources's evaluation of online catalogs could be adapted for this purpose, e.g., questions on overall attitude toward the system, what aspects of the system were difficult or easy to use, and the user's satisfaction with the output of the search. Questionnaires will be supplemented by interviews with some system users to probe in more depth their reactions to using the user-friendly system.

(3) Retrieval performance. In addition to asking users about their satisfaction with search output, some searches will be repeated by skilled searchers and the retrieved sets of items compared with those found by users of the user-friendly system. In this way it will be possible to determine the extent to which users were able to locate relevant items which can be retrieved by someone trained in system use and knowledgeable about specific databases.

(4) Assessment of user independence. A student assistant will monitor system use during the test period and will be available to answer user questions. This person will keep a record of any help provided to the user (questions answered, advice given), so that the extent to which users operate independent of human assistance can be assessed.

(5) Analysis of output. Selected sets of retrieved references will be analyzed to determine the extent to which they would lead the user to periodical literature available in the library's collection.

REFERENCES

1) Michael Eisenberg. "The Direct Use of Online Bibliographic Information Systems by Untrained End Users" In: C. Keren and L. Perlmutter (eds) THE APPLICATION OF MINI- AND MICRO-COMPUTERS IN INFORMATION, DOCUMENTATION AND LIBRARIES. N.Y., Elsevier Science Publishers, 1983. pp 611-617.
2) Richard V. Janke. "Online After Six: End User Searching Comes of Age", ONLINE 8:15-29 (November 1984).
3) Charles Gilreath, Jane Dodd, and Geraldine Hutchins. "A Comparison of Two End User Operated Search Systems" Unpublished report, Texas A & M University, 1984.
4) Elain Trzebiatowski, "End User Study on BRS/After Dark" RQ 23:446-450 (Summer 1984).

BUDGET DESCRIPTION

I. Equipment

Summary:	Total IBM Equipment	$ 42,744.00
	Total IBM Software	$ 885.00
	Total Non-IBM Equipment	$ 9,636.00

The equipment and software required for this project is as follows:

Seven (7) IBM PC Workstations
Two (2) IBM PC/AT Workstations*
One (1) Microsoft Basic Compiler

* The two IBM PC/AT Workstations will allow the investigators to test workstations which 1) accommodate large amounts of stored local data, and 2) utilize faster computer processing speeds that allow communication at higher transmission rates.

A IBM PC Workstation Configuration

IBM Equipment:	IBM PC Model 176	$ 2420
	256K Memory Expansion Option	$ 489
	Monochrome Monitor	$ 275
	Monitor/Printer Board	$ 250
	Graphics Printer	$ 449
	ASYNCH Adaptor	$ 100
	Printer Cable	$ 45
IBM Software.	DOS 3.1	$ 65
Non-IBM Equipment:	Hayes Internal Modem 300/1200 baud	$ 404

B. IBM PC/AT Workstation Configuration

IBM Equipment:	IBM PC/AT Model 99 (512K, 20MB fixed disk, 1.2MB floppy diskette)	$ 5795
	Monochrome Monitor	$ 275
	Monitor/printer board	$ 250
	360KB diskette drive	$ 425
	Serial adaptor connector	$ 35
	Graphics printer	$ 449
	Printer cable	$ 45
IBM Software:	DOS 3.1	$ 65
Non-IBM Equipment:	Hayes Internal Modem 300/1200 Baud	$ 404

C. Additional IBM Software:	Microsoft Basic Compiler	$ 800

II. Graduate Assistants

Summary: Total $ 14,769.00

Two graduate assistants at $600/month for 9 months.
126 hours/month of student wages at $3.50/hour for 9 months.

III. Furniture and Supplies

Summary: Total $ 11,808.00

Anticipated costs for database vendor passwords and search costs $ 10,810.00

Eight printer enclosures $ 998.00

IV Electrical Service

Summary: Total $ 3,252.00

Nine telephone line installation costs	$ 912.00
Annual telephone service charges for one year	$ 2,340.00

V. Security

Summary: Total $ 1,440.00

Nine anchor pads for equipment at $ 160/each

VI. Remodeling

Summary: Total $ 500.00

ATTACHMENT 2

EXCEL PROJECT BUDGET SUMMARY

Project Name An experiment in student use of microcomputer interfaces to information retrieval systems

Principal Investigator Mitsuko Williams

Department Library

Item (Please provide detail on a separate sheet)	Total Request	EXCEL Request	Funding by Source: Department	College	Request to Campus	Total	Desired Delivery Date
1. IBM Equipment	$42,744	$42,744					8/20/85
2. IBM Software	885	885					8/20/85
3. Non-IBM Equipment	3,636	NA			$3,636		8/20/85
4. Non-IBM Software	0	NA					
5. Graduate Assistants	14,769	NA		$14,769			NA
6. Technical Support Staff	0	NA					NA
7. Faculty Release Time	8,000	NA		8,000			NA
8. Summer Salaries	0	NA					NA
9. Furniture and Supplies	11,808	NA		11,808			8/15/85
10. Electrical Service & Air Conditioning	3,252	NA		3,252			8/15/85
11. Security	1,440	NA		1,440			8/20/85
12. Remodeling	500	NA		500			8/15/85
TOTAL	$87,034	$43,629	0	$ 39,769	$3,636	$43,405	

In addition to the above the Committee estimates that annual maintenance costs will amount to 10-15% of the cost of equipment. The IBM warranty will cover these costs the first year; funding will have to be provided for subsequent years. The campus is attempting to get such funds from the State; however, maintenance may become a departmental liability if the State does not respond.

Program Description

ALBERT R. MANN LIBRARY
Cornell University

Instruction in Online Searching of Bibliographic Data Bases

The Albert R. Mann Library, Cornell University, provides an instructional program consisting of several components within its Public Services Division. In addition to teaching methods of retrieving information manually from printed sources, a new component has been developed which instructs students in online searching of bibliographic databases. The instructional program aims to develop an understanding of concepts and problems in the organization and retrieval of information, and to teach specific skills in the utilization of both print and online information resources.

Librarians at Mann Library have been teaching students and faculty to perform their own computer searches on user-friendly systems since Summer, 1983. At first, classes were course-related and covered topics in nutrition, human services, agriculture and life sciences. These classes are now supplemented by open workshops in searching offered to the entire Cornell community. During a class session, participants learn how to construct a search strategy for their topic and how to execute a search on the BRS After Dark system. Subsequently, participants make an appointment to run their own searches on a library terminal or microcomputer with the guidance of a trained "coach." Practice searches for students in course-related classes are usually funded by college or department. Participants in open workshops pay for their own searching.

GOALS: To teach students skills and concepts necessary for searching bibliographic databases and ones which they can transfer to other online systems; to motivate students to use online systems and approach them with confidence; to evaluate the effectiveness of the program in achieving its objectives.

OBJECTIVES: The following are objectives for students who have attended an instructional session on searching BRS After Dark and have performed a search with coaching.

I. Students can define a bibliographic database, can give an example of a database, and can describe the content of what is being searched on the BRS After Dark system.

II. Given a list and a brief description of available databases, students can choose one to three databases appropriate to their topic.

III. Given an appropriate thesaurus, students can choose relevant terms for their topic and can add free text words as needed.

IV. Students can construct a logical search strategy for their topic by identifying subject concepts and using Boolean operators to link terms and manipulate sets.

V. Students can use an online menu to independently input their search strategy on a terminal or microcomputer and execute the steps needed to print out citations.

VI. Students can list advantages and disadvantages of computer searching as compared to a manual search and recognize conditions when a computer search is likely to be more effective than a manual search.

VII. Students can recognize situations in which their search performed on BRS After Dark needs to be supplemented by further computer searching and/or expertise.

Online Searching of Bibliographic Data Bases

Open Workshop

I. Explanation of computerized searching of bibliographic data bases

   A. Definition of bibliographic data base

   B. Equivalency to printed counterparts

   C. Access points in bibliographic records

   D. Customized printout of search results

II. Availability of end-user searching

   A. Menu-driven or user-friendly systems

   B. Access to commercial systems via telecommunications networks

III. Description of developing a search strategy

   A. Choice of data bases

   B. Division of topic into concepts

   C. Controlled vocabularies and keywords

   D. Boolean operators and special system features

   E. Entering search strategy via microcomputer

   F. Printing search results and locating references

IV. Demonstration

V. Discussion of the advantages and disadvantages of computer searching

VI. Search services available at Mann Library

VII. Guidelines for search appointments

MSU LIBRARIES
INFORMATION RETRIEVAL SERVICE

MEMPHIS STATE UNIVERSITY LIBRARIES

U-SEARCH
PATRON AGREEMENT FORM

Date: ______________________________

Name: ______________________________________ Soc. Sec. No. ___________________

Address: ________________________________ Dept.: __________ Status: _________

U-SEARCH is designed to be a cost effective, user-friendly service which allows you to do your own online searching rather than working through a librarian. It is a supplement to MSU Libraries' Information Retrieval Service.

In order to use this service, you must agree to the following:

1. I must pay for the search regardless of the outcome.
2. Payment must be by check or pre-authorized transfer voucher only; no cash accepted!
3. The student assistant is not authorized to help with search procedure or strategy.
4. I can receive help either before or after my search by contacting a U-SEARCH librarian during the day.
5. If people are waiting, I will sign off at the end of my scheduled time.

I accept the responsibility of following the above.

Signed: ______________________________

INFORMATION RETRIEVAL
U-SEARCH
1984-1985

		Patrons Served		
MONTH	**SEARCHES**	**GRADUATE**	**UNDERGRADUATE**	**FACULTY/STAFF**
March	6	3 (50%)	0	3 (50%)
April	23	17 (73%)	3 (13%)	3 (13%)
May	5	3 (60%)	2 (40%)	0
June	30	17 (56%)	11 (36%)	2 (6%)
Totals	**64**	**40 (62%)**	**16 (25%)**	**8 (12%)**

Average length of search: 16.71 (minutes) Total Income: $ 281.25

Average Cost per search: $ 4.53

INFORMATION RETRIEVAL

U-SEARCH
1984-1985

Databases Used

ERIC	26 (34%)
INFO	11 (14%)
PSYC	9 (12%)
RICE	6 (8%)
ECER	4 (5%)
SSCI	4 (5%)
MESH	2 (2%)
SPIF	2 (2%)
SSCB	1 (1%)
RELI	1 (1%)
HBRO	1 (1%)
A400	1 (1%)
PAIS	1 (1%)
CAIN	1 (1%)
BIOS	1 (1%)
NTIS	1 (1%)
TECC	1 (1%)
ONED	1 (1%)
RIVE	1 (1%)

Use by Departments

EDUC	18 (29%)
BUSI	10 (16%)
EDAS	10 (16%)
ECON	5 (8%)
PSYC	5 (8%)
OFAD	4 (6%)
LIB	2 (3%)
HIST	1 (1%)
SOCI	1 (1%)
ACCT	1 (1%)
BIOL	1 (1%)
MKT	1 (1%)
SAFETY	1 (1%)
TECH	1 (1%)
UNIV	1 (1%)

MEMPHIS STATE UNIVERSITY

U-SEARCH STUDENT ASSISTANT DUTIES

1. Work 20 hours per week
2. Log users onto U-SEARCH
3. Have user's complete "Patron Agreement Form"
4. Record databases and time used for each user on logsheet
5. Collect check or TV for each search
6. Make out receipt for payment received
7. Hand out evaluation forms
8. Act as trouble-shooter for common problems
   --monitor printer
   --interpret "print" command sequence
9. Change paper in terminal printer
10. Hand user search aids prepared by professional staff
11. Refer user to professional consultation, available during the day
12. Work on other Reference Room assignments--filing in looseleaf services, reshelving books, reading shelves, etc.

Pennsylvania State University

End User Searching Program (Staff Responsibilities)

1. Responsible for overseeing end-user searching work-station area.
2. Maintain working knowledge of BRS after Dark database.
3. Maintain working knowledge of equipment procedures necessary for logging on and off BRS after Dark.
4. Provide assistance to end-users searching BRS after Dark database.
5. Provide assistance to end-users in the use of the equipment for database searching.
6. Maintain records for use of equipment and database by means of log sheets, invoices, etc.
7. Document questions and problems of end-users for analysis purposes.

END USER SEARCHING

Geri Hutchins, Reference Division, Sterling C. Evans Library, Texas A&M University. College Station, TX 77843. (409) 845-5741.

In the spring of 1984, the Sterling C. Evans Library at Texas A&M University introduced end user searching to library patrons. The initial project was funded by a grant from the General Electric Foundation and made available through the Office of Management Studies, Association of Research Libraries. The project, entitled A Comparison of Two End User Search Systems* evaluated the impact that end user searching may have on library staff and patrons. The two systems: **BRS After Dark** and **Search Helper** were evaluated and compared for user satisfaction, staff involvement and costs involved in providing the services at no charge to the user.

Questionnaires completed by Reference staff and patrons revealed that although users reported a relatively easy experience with the systems, Reference staff indicated that considerable assistance was required for a search to be successful. From the data gathered, the investigators concluded that most library users can operate such systems with a minimum of instruction, although results from the questionnaires and a follow-up survey indicated a need for some type of instruction to introduce users to the basics of online searching. Further results found that the low cost involved in offering these services should allow libraries to provide them at no cost to the user or at a fairly modest fee.

Although both services proved popular, **BRS After Dark** received the most use and also proved to be the most cost effective. There were a total of 545 searches at a cost of $3.36 per search (1 search = 15 minutes) conducted on **BRS After Dark**. On **Search Helper** only 184 searches were conducted at a cost of $7.74 per search (1 search = at least 1 citation retrieved). (The complete results of this study are available through OMS/ARL*). As a result of this project the Library elected to retain **BRS After Dark** and discontinue **Search Helper**.

In September of 1984, the Library began offering **BRS After Dark** to users on a regular basis. The service is available from 6:00 p.m. to 10:00 p.m. Sunday through Friday and 9 a.m to 6 p.m. on Saturday. Users are limited to one search per day and two searches per week. Searches are scheduled every thirty minutes, and the user has twenty minutes online. Patrons can make appointments in person or by telephone beginning at 8:00 a.m. for that evening only. Appointments for Saturday and Sunday can be made beginning at 8:00 a.m. Friday.

There is no cost for the service, however, a few databases (**BIOSIS**, **Family Resources** and **Robotics**) have added citation charges. The Library will pay for the first 75 citations printed out; over 75, the patron will pay $.10 per citation.

If a user is more than 10 minutes late for the search, the appointment is canceled and must be rescheduled. New users are required to complete an instruction program before they are permitted to do a search. A study is presently underway to determine the most effective means of providing instruction to first time users of **BRS After Dark**. Three types of instructions are being evaluated: a slide/tape presentation developed by the Instructional Services Unit, a manual developed by the investigators and a computer assisted instruction package based on one developed by Clyde Grotophorst at George Mason University and adapted by the investigators to fit the needs of the Evans Library. Preliminary results seem to indicate that the manual and the CAI program are more effective than the slide/tape presentation. The Library is now requiring first-time users to read the manual and profile their searches before beginning a search.

Four terminals and four passwords are currently in use, as well as an additional password for Reference staff to use when conducting ready reference searches. The equipment includes:

2 DecWriter Printer/Terminals w/autodial modem
1 IBM 3101 and a DecWriter Printer w/manual modem
1 ACT V terminal and a TI 800 KSR printer w/autodial modem

Two Students Assistants were hired to assist patrons using BRS After Dark. They work alternate evenings and Saturdays and are responsible for logging the user on and off the terminal, record keeping, and answering questions during the search as needed. Each evening, a member of the Reference staff is designated to aid the Student Assistant with problems or questions. The addition of a fourth terminal in March required both a member of the Reference staff and a Student Assistant to be assigned to the service each evening.

BRS After Dark has been an overwhelming success. From September to March a total of 2,051 searches have been conducted. Of those 2,051, 61% were graduate students, 27% were undergraduate students and 4% were faculty or staff. Users came from all over the University, with the Colleges of Agriculture, Education, Business, Liberal Arts and Engineering having the heaviest representation. An average search (based on the connect charge plus the citation charge) cost $5.35 per search and retrieved 55 references. Although users are limited to 20 minutes online, the average search required .347 decimal hours or 21 minutes to complete.

*Dodd, Jane, Charles Gilreath, and Geraldine Hutchins. A Comparison of Two End User Operated Search Systems: Final Report. Washington, D.C.: Office of Management Studies, Association of Research Libraries, 1985.

ONLINE COMPUTERIZED SEARCHING OF BIBLIOGRAPHIC DATABASES

● **Van Pelt Library** ● **University of Pennsylvania**

1. WHAT IS "ONLINE SEARCHING"?
2. WHAT IS A DATABASE?
3. WHAT IS SEARCHABLE IN A DATABASE?
4. HOW CAN IT BE SEARCHED?
5. WHAT ARE THE ADVANTAGES AND CAPABILITIES OF COMPUTER SEARCHING?
6. WHAT SUBJECT AREAS ARE COVERED?
7. WHAT ARE THE SEARCH SERVICES OFFERED BY VAN PELT LIBRARY?
8. HOW IS A SEARCH ARRANGED?

1. WHAT IS "ONLINE SEARCHING"?

"Online searching" links our local terminal by telephone lines to a large remote computer with which we can communicate and through which we can request bibliographic citations and other information. We can access over 200 databases on several commerical systems: DIALOG in California. BRS in New York. VU/TEXT in Philadelphia. QUESTEL in France. and others.

2. WHAT IS A DATABASE?

A bibliographic database is a set of citations. often with abstracts. to books. articles. reports. etc.. stored in machine-readable form. Some databases. such as the Harvard Business Review Online on BRS or the Philadelphia Inquirer on VU/TEXT contain the full text of the articles they index.

Non-bibliographic databases provide statistics. scientific data. directory information. news reports. reports on research in progress. etc.

Most of the databases which we search are the machine-readable online equivalents of printed indexes. Frequently. the computer-stored information that is used to produce the printed product forms the basis for the online file. Some examples are: *Psychological Abstracts*. the ERIC indexes. *P.A.I.S.*. and *Social Science Citation Index*. In a few cases up to 15 years or more of a file are searchable online: in most 10 years or less. In many files the citations include long abstracts.

BEST COPY AVAILABLE

3. WHAT IS SEARCHABLE IN A DATABASE?

Usually most of the information in a database is searchable: most words, phrases, codes, and numbers in each of its thousands of citations.

A typical citation includes: accession number (a number identifying the citation in the computer file, often the same number used in the printed index); author or authors; title; author's affiliation (sponsor or place of work); source (journal reference or book publisher); assigned subject headings (more on this below); an abstract or summary.

EXAMPLE CITATION:

Accession number	EJ279900 SE533270
Title	Is there Logo after Turtle Graphics?
Author	Lough, Tom; Tipps, Steve
Source	Classroom Computer News, v3 n5 p50-53 Spr 1983
Available from	Reprint UMI
Language	English
Document Type	Journal Article (080); Project Description (141)
Abstract	Ideas, suggestions, and program listings are provided to demonstrate Logo's list-processing capabilities. These include printing, writing, composing, and drawing words; word power, word lists, random words, and creating words. Program listings are for Apple (LCSI) Logo version. (JN)
Descriptors	*Computer Programs; Elementary Education; Learning Activites; *Microcomputers; *Programming; *Programming Languages; *Word Processing
Identifiers	List Processing; Logo Programming Language

Nearly everything in the above citation from the ERIC (education) database is searchable. Put another way: each citation is indexed by almost any and every word or number in it. Some of the searchable elements in this citation are:

Title words: LOGO; TURTLE GRAPHICS

Descriptors or Subject Terms: MICROCOMPUTERS; ELEMENTARY EDUCATION; PROGRAMMING LANGUAGES (A "descriptor" is an index word or phrase assinged to the citation by a human indexer, often from a formal controlled vocabulary. For many databases a published term list or a thesaurus aids in the selection of search terms.)

Abstract: LIST PROCESSING; LOGO; APPLE; RANDOM WORDS; COMPOSING (These words and phrases are not title words or assigned index terms. They could not be directly searched in the printed Current Index to Journals in Education. They can be searched by computer.)

4. HOW CAN IT BE SEARCHED?

A search term (a word, phrase, number, code, etc.) is typed into our terminal and sent to the computer. The computer responds with the number of citations indexed by this term (the number of "hits").

```
We type:  MICROCOMPUTERS

The computer replies:  (set#)    (no. of hits)      (term)
                         1           1524       MICROCOMPUTERS

We type:  ELEMENTARY EDUCATION

The computer replies:  (set#)    (no. of hits)      (term)
                         2          27424       ELEMENTARY EDUCATION
```

5. WHAT ARE THE ADVANTAGES AND CAPABILITIES OF COMPUTER SEARCHING?

Any number of search terms can be entered as above, each causing a set of citations to be created. If it is "index" terms which are entered, similar results could have been obtained manually by using a printed index, although possibly with more time and effort. Results are practically instantaneous online, and up to 15 years or more can be searched at once.

The chief advantage of computer searching, however, is its capability to do what cannot be done manually:

Searching "non-index" terms: words and phrases from titles and abstracts, especially new "buzzwords" which may be very specific and descriptive but are not yet used in printed indexes, may be searched online and are often effective search keys.

Combining concepts: logically combining sets of citations to produce another set, characterized by 2 or more terms or concepts at once, is the most powerful capability of computer searching:

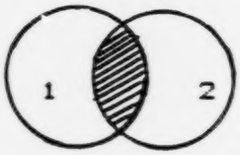
```
Example:  We type:  MICROCOMPUTERS AND ELEMENTARY EDUCATION

          Reply:    1    1524     MICROCOMPUTERS
                    2   27424     ELEMENTARY EDUCATION
                    3      86     1 AND 2
```

Set number 3 contains just 86 citations, each of which is indexed by both of the desired index terms. These 86 citations could not have been isolated by manual methods, without scanning the thousands of citations under either index entry.

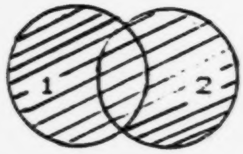
The Boolean operators "AND", "OR", and "NOT" control the logical relationships among sets. The "AND" operator denotes the "intersection" of two or more terms, and signifies that each term must be present in order for an item to be retrieved by the computer. This operator narrows the search results. The "OR" operator denotes the "union" of terms, and commands the computer to broaden the search, to retrieve items which contain any or all of the terms specified. THe "NOT" operator signifies the "negation" of terms, and directs the computer to delete from the set to be retrieved those items which contain a certain term or terms. The combination process is often illustrated by Venn diagrams, as below:

Intersection



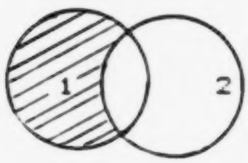
1 AND 2

Union



1 OR 2

Negation



1 NOT 2

Reviewing results: During the actual performance of the search, sample citations, retrieved as a result of a particular search strategy, may be printed online at the computer terminal to determine the success of the search and to permit revision of the search strategy.

6. WHAT SUBJECT AREAS ARE COVERED?

Social science and humanities topics, with the exclusion of business, are searched at Van Pelt. Business and the sciences are searched in departmental libraries. Full descriptions of and subject indexes to the databases are available at the Van Pelt Reference Desk and in all the departmental libraries that search.

Biomedical	(898-5817)	Medicine, biology, nursing, health sciences
Chemistry	(898-5627)	Chemistry
Engineering		
Moore	(898-8135)	Computer Science
Towne	(898-7266)	Engineering
Lippincott	(898-5924)	Business, management, applied economics
Math-Physics	(898-8173)	Mathematics, physics
Museum	(898-7840)	Anthropology, archeology
Van Pelt	(898-7555)	Social sciences, humanities
Veterinary	(898-8874)	Veterinary medicine

7. WHAT ARE THE SEARCH SERVICES OFFERED BY VAN PELT LIBRARY?

- DO YOUR OWN SEARCHES
  You can do your own search of the BRS/After Dark and DIALOG/Knowledge Index databases (see attached list) on our terminal. We will give you all the help you want. You pay $3.00 for 20 minutes online. This service is available either by appointment or walk-in, on several week nights. We suggest that you come to the Reference Desk and talk to a librarian ahead of time to discuss your topic, databases and search strategy. This service is available to Penn faculty, students and staff only.

- **SEARCH WITH A LIBRARIAN**
  Make a 1-hour appointment with an experienced searcher. You can review citations and modify your search strategy for better results. You can either have your citations printed online, in short format, at the time of the search, or offline, in long format, and sent to us in 4-7 working days. Over 200 databases are accessible through this service.

  For Penn faculty, staff and students, this service is subsidized for a cost to the user of $.25 per minute and $.10 per citation. A typical search costs $10-$15 dollars.

  Users associated with an educational institution but who are not University of Pennsylvania faculty, staff, or students will be charged the full online and offline costs of the search and an additional $10 service fee.

  Commercial users will be charged the full online and offline costs of the search and an additional $30 service fee.

- **HAVE SEARCHES DONE FOR YOU**
  You submit a search request to us. Your topic is searched in BRS/After Dark and DIALOG/Knowledge Index databases (see attached list) by an experienced searcher. The charge is $5.00 for 50 citations with abstracts or 150 citations without abstracts. The search will be done within one week. This service is available to Penn faculty, staff and students only.

9. HOW IS A SEARCH ARRANGED?

To ask about a computer search, call the appropriate library. For a search in the social sciences or humanities, visit the Van Pelt Library Reference Desk or call 898-7555. A member of the Reference staff will discuss your topic with you to determine whether a database search could be useful and which type of search service will best meet your needs.

Publicity

MANN LIBRARY

CORNELL

Microcomputer Workshops / Fall 1985

This fall, Mann Library continues its series of workshops in the applications of software to academic tasks. These sessions will demonstrate how a microcomputer can assist you in your work and give you hands-on experience with the software that we treat. We will offer workshops in word processing, database management, spreadsheets, and--for those who wish to begin to computerize their methods of keeping up with the literature in their fields--the searching of online databases and the management of a reprint file with a microcomputer.

The workshops for the fall semester will cover the following topics:

Searching bibliographic databases: This workshop provides an introduction to the searching of online bibliographic databases. A search allows you to combine concepts in order to quickly and effectively retrieve references from such databases as Biological Abstracts, Psychological Abstracts, ERIC, and Index Medicus. The references can then be printed out or downloaded to diskette. You will be given an overview of how these databases can be efficiently searched, and the BRS After Dark system will be demonstrated. All participants can sign up for a half hour search appointment (for a fee of no more than $10) that will allow you to conduct a search on your own topic. No previous experience with a microcomputer is necessary.

Managing Reprint Files: This workshop will present criteria for selecting a software package to help you establish andmaintain your personal file of bibliographic references. The session will include hands-on experience with at least one system. The Packages such as Reference Manager, InMagic, Finder, and Notebook will be demonstrated and evaluated. Where the workshop "Searching bibliographic databases" (above) treats methods of securing appropriate literature references from a commercial database, this session will introduce you to what can be done to control a computerized reprint file once you have the citations captured on diskette or hard disk. No previous experience with a microcomputer is necessary, although some familiarity with the concepts involved in the searching of online databases is helpful.

Database management: This workshop will make use of the file manager "PC-File" to introduce database management on a microcomputer. The orientation is heavily "hands-on," but we will discuss some of the problems and considerations that you will have to address as you automate your personal files. No previous experience with a micro is required.

Word processing: We will examine "Word Perfect," a sophisticated word-processing package for the IBM PC that is available for use within the Microcomputer Center. The workshop is designed to introduce concepts that apply to word processing with any system, however. Participants will be able to comfortably write a simple document by the end of the session. No previous computer experience is required.

Spreadsheets: This workshop will take participants through the process of creating a worksheet under the spreadsheet package "Multiplan." We will learn how to define the relationships among the cells on the sheet, and how to input and manipulate data. Some previous computer experience is recommended.

All workshops will take place in the Mann Library Microcomputer Center. All workshops are free, although there will be a charge, as explained above, if you wish to conduct your own online search after taking "Searching bibliographic databases." Mann Library provides all materials used in the workshops. The programs are open to all undergraduates, graduate students, research staff, and faculty members. As space is limited, you must register in advance by coming to the Micro Center, located on the first floor of Mann Library, or by calling us at 256-3091. The times of the workshops are as follows:

Friday, Sept. 6, (2:00-3:30 pm) Searching Bibliographic Databases

Wednesday, Sept. 11, (2:00-5:00 pm) Word Processing (Word Perfect)

Thursday, Sept. 12, (9:00 am -12:00 pm) Managing Reprint Files

Tuesday, Sept. 17, (1:30-4:30 pm) Word Processing (Word Perfect)

Wednesday, Sept. 18, (3:00-4:30 pm) Searching Bibliographic Databases

Wednesday, Oct. 2, (2:00-4:30 pm) Database Management (PC-File)

Monday, Oct. 7, (9:00-10:30 am) Searching Bibliographic Databases

Tuesday, Oct. 8, (9:00 am - 12:00 pm) Spreadsheets

Thursday, Oct. 17, (11:00-12:30 pm) Searching Bibliographic Databases

Friday, Oct. 25, (9:00 am - 12:00 pm) Managing Reprint Files

Monday, Oct. 28, (2:00-5:00 pm) Word Processing (Word Perfect)

Tuesday, Nov. 5, (3:00-4:30 pm) Searching Bibliographic Databases

Tuesday, Nov. 12, (2:00-5:00 pm) Word Processing (Word Perfect)

Thursday, Nov. 14, (2:00-3:30) Searching Bibliographic Databases

Monday, Dec. 9, (12:00-1:30 pm) Searching Bibliographic Databases

Pilot project--1984

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

Do It Yourself

Have you ever needed to get a few citations in a hurry? Wanted to do your own computerized literature searches? Now you can!

Using a microcomputer, you can access fast and powerful online information services during evening and weekend hours. You can research millions of references to articles, reports, books and other materials, and print out comprehensive summaries of current developments in your area of interest. Subjects covered include business, social sciences, education, medicine, science and technology. These systems are easy to use and require no prior computer experience.

Before you rush out and sign up, you have an opportunity to try one of these services in the library. Because of a grant from the Information Technology Research Institute Project, Memphis State faculty and graduate students can have free access to BRS/After Dark during Spring Term 1984, as part of a research study.

The Project

The purpose of this study is to evaluate the system and assess its potential for the library user. The study will allow you to do a free computerized literature search, experiment with a new system, and evaluate its worth to you.

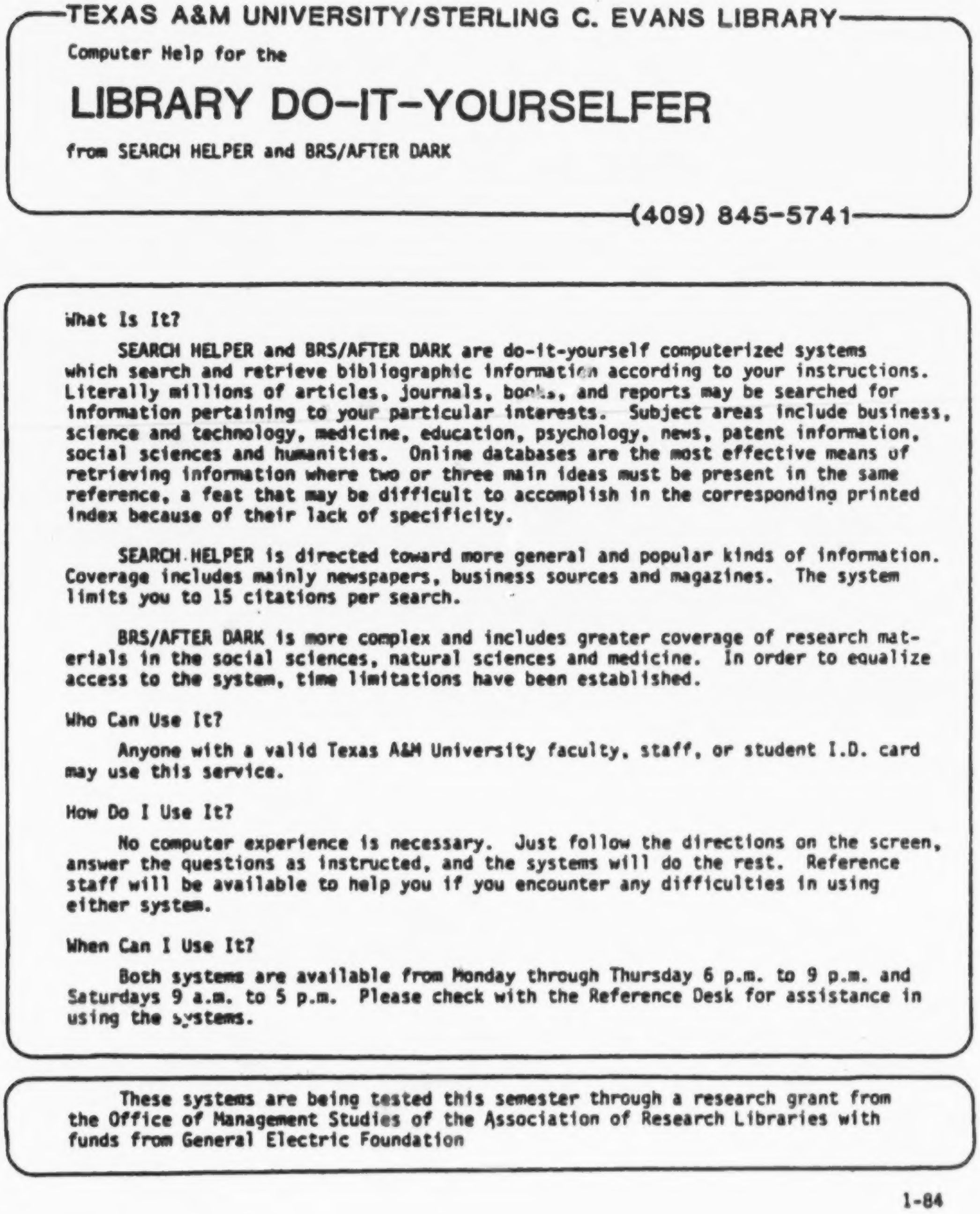
Forty participants will be selected to be part of the project. Each participant will be given one and a half hours of free time on BRS/After Dark. For purposes of the study, participants must use this time during two separate sessions, one during the week of March 5-17 and the second between April 2-16. Because we want to see if instruction is necessary, twenty of the participants will also meet for an instruction session on March 28 or 29.

To Sign Up

To be considered for this project, please fill out the attached Registration Form, indicating when you would like to use the system. If you have any questions, call Sharon Mader or Betsy Park at 454-2208.

SEARCH: Biological Abstracts, Chemical Abstracts, Mathematical Reviews, Index Medicus, Social Science Citation Index, Business Databases, Books in Print, ERIC, P.A.I.S., Psychological Abstracts and many others.

Library Do-It-Yourselfer Publicity



TEXAS A&M UNIVERSITY/STERLING C. EVANS LIBRARY

Computer Help for the

LIBRARY DO-IT-YOURSELFER

from SEARCH HELPER and BRS/AFTER DARK

(409) 845-5741

What Is It?

SEARCH HELPER and BRS/AFTER DARK are do-it-yourself computerized systems which search and retrieve bibliographic information according to your instructions. Literally millions of articles, journals, books, and reports may be searched for information pertaining to your particular interests. Subject areas include business, science and technology, medicine, education, psychology, news, patent information, social sciences and humanities. Online databases are the most effective means of retrieving information where two or three main ideas must be present in the same reference, a feat that may be difficult to accomplish in the corresponding printed index because of their lack of specificity.

SEARCH HELPER is directed toward more general and popular kinds of information. Coverage includes mainly newspapers, business sources and magazines. The system limits you to 15 citations per search.

BRS/AFTER DARK is more complex and includes greater coverage of research materials in the social sciences, natural sciences and medicine. In order to equalize access to the system, time limitations have been established.

Who Can Use It?

Anyone with a valid Texas A&M University faculty, staff, or student I.D. card may use this service.

How Do I Use It?

No computer experience is necessary. Just follow the directions on the screen, answer the questions as instructed, and the systems will do the rest. Reference staff will be available to help you if you encounter any difficulties in using either system.

When Can I Use It?

Both systems are available from Monday through Thursday 6 p.m. to 9 p.m. and Saturdays 9 a.m. to 5 p.m. Please check with the Reference Desk for assistance in using the systems.

These systems are being tested this semester through a research grant from the Office of Management Studies of the Association of Research Libraries with funds from General Electric Foundation

1-84

Texas A&M University

STERLING C. EVANS LIBRARY
REFERENCE DIVISION
TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS 77843
(409) 845-5741

ANNOUNCEMENT

Fall Semester, 1985

NOTE: PLEASE DISTRIBUTE TO ALL GRADUATE STUDENTS
AND TEACHING FACULTY IN YOUR DEPARTMENT

AVAILABILITY OF ONLINE SEARCHES OF 15 TECHNICAL DATABASES

Information Handling Services, the vendor which produces sets of standards, specifications and other technical data, has given the Sterling C. Evans Library free access to the fifteen databases listed on the reverse side of this memo. The service will be offered Monday through Friday at 11:00 a.m., 12 noon, and 1:00 p.m.

Any faculty member, researcher, or graduate student wishing to utilize this service should call 845-5741 or come by the Reference Office, room 110, to make an appointment. This service is available on a first come first served basis, until the funds are expended. (Undergraduates who need access to Tech Data databases can use the system as part of our regular "After Dark" program, offered Sunday through Friday 6:00 to 10:00 p.m. & Saturday 9:00 a.m. to 5:00 p.m.)

THIS IS A DO IT YOURSELF SERVICE. After scheduling an appointment, new users or anyone who has not used BRS AFTER DARK, a similar service with the same menu driven protocol, should pick up a BRS Manual at the reference desk, along with a search planning worksheet. Since only limited help will be available, it is important that the search strategy be developed in advance of the appointment time. Staff members at the reference desk can provide assistance, if needed.

ALLOW ONE HOUR FOR SEARCH. Each user will have 45 minutes of online time. The search appointment will be for an hour, with some time for explanations and signing on and off the system.

WHAT WILL THIS SYSTEM PROVIDE? TECH DATA searches and retrieves bibliographic information from major technical databases, including COMPENDEX, the online equivalent of Engineering Index. In order to provide fair access to the largest possible number of users, each user will be limited to two searches per week. If anyone is late for the appointment, that time will be deducted from the search time.

Please check with the reference staff for more information.

LIBRARY DESCRIPTIONS/ Technical Library

Databases:

The TECH DATA Service gives you access to the fifteen major technical and engineering databases listed below:

Industry and International Standards (STDS) — Contains over 73,000 references to voluntary engineering standards from 400 standardizing organizations in the United States, selected foreign national standards and major international standards. The data cover all aspects of engineering and related services.

Military and Federal Specifications and Standards (MLSS) — Contains 70,000 references to all unclassified active and historical documents for U.S. Federal Specifications, and Standards, Joint Army-Navy Specifications, and Military Specifications and Standards; includes drawings in all subject areas.

Industry Standards and Military Specifications (ISMS) — A combined file containing all of the data included in the Industry and International Standards, and Military and Federal Specifications and Standards databases. It contains 143,000 records.

Vendor Information File (VEND) — Index containing catalog information from over 26,000 vendors of industrial products. Covers such areas as architectural engineering, construction and building products, and electrical and electronic engineering. This database has been completely redesigned for the new TECH DATA Service.

Voluntary Standards Information Network (VSIN) — Index of over 1,000 records containing information on standards under development and listed for public review and comment by the American National Standards Institute (ANSI).

IHS Product/Subject Index (IHPI) — Contains over 63,000 index terms which identify an IHS locator code for products and subjects in the engineering field. The locator code can then be used to search and cross-reference the IHS files for Government Specs and Standards, Industry Standards and Vendor data.

COMPENDEX (COMPuterized ENgineering inDEX) (COMP) — Contains over 800,000 references to journal articles, conference papers, books and reports covering world-wide technical literature. Broad subject categories include civil, environmental, geological, petroleum, mechanical, nuclear, aerospace, computer, electrical, chemical and industrial engineering.

ABI/Inform (INFO) — Contains approximately 210,000 references to English language and selected foreign journal literature on management, administration, marketing, banking, insurance, real estate and telecommunications.

Inspec (INSP) — Contains 1,800,000 references to journal articles, conference papers, monographs, patents and dissertations in the fields of physics electrical engineering, mathematics, electronics and computer science.

Kirk-Othmer Encyclopedia of Chemical Technology (KIRK) — Contains the complete text of the 24 volume Kirk-Othmer Encyclopedia of Chemical Technology. Includes coverage of such areas as agricultural chemicals, composite materials, fossil fuels and derivatives, plastics and elastomers, and much more.

National Technical Information Service (NTIS) — Contains over 700,000 references to U.S. Government technical and research reports, U.S. Government owned patents or patent applications, health care reports and journal articles in the area of physical sciences, engineering, biological sciences, medicine and health sciences, agricultural sciences, social sciences, business and technology.

Patdata (PATS) — Covers all U.S. patents in the fields of science, medicine and technology from 1975 forward. Includes utility patents, reissue patents and defensive publications issued by the U.S. Patent and Trademark Office.

Predicasts Promt (PTSP) — Contains informative summaries from over 525,000 documents dealing with international business information on all types of industries and products. File includes selected articles appearing in more than 1,000 key international publications.

Robotics (RBOT) — Over 4,500 document references containing English language and selected foreign journals and conference literature on the technical, business and industrial applications of Robotics. The file gives users a unique opportunity to access information compiled and used by industry specialists concerned with sensor systems to machine intelligence.

Superindex (SUPE) — Contains indexes from approximately 600 English language professional level scientific, technical and medical reference books. Records include subject index entry, name of publication, page location, publisher, and the ISBN or ISSN for the referenced publication.

Texas A&M University/Sterling C. Evans Library

LIBRARY DO-IT-YOURSELFER

(409) 845-5741

WHAT IS IT?

BRS AFTER DARK is a do-it-yourself computerized system which searches and retrieves bibliographic information according to your instructions. Literally millions of citations to articles, journals, books and reports may be searched for information pertaining to your particular interest. Subject areas include business, science and technology, medicine, education, psychology, news, patent information, social science and humanities. Online databases are the most effective means of retrieving information where two or three main ideas must be present in the same reference, a feat that may be difficult to accomplish in the corresponding printed index because of the lack of specificity.

WHO CAN USE IT?

Anyone with a valid Texas A&M University faculty/staff, or student I.D. may use this service.

HOW DO I USE IT?

If you have never used this service before, you must complete an instructional program prior to your appointment. Failure to do so will result in the cancellation of your appointment. You should allow 45 minutes to an hour to complete the instructional program and to plan your search. Since only limited help will be available, it is vital that you outline the topic you plan to search before you begin your search. The search planner on the back of this sheet will aid you in developing your search strategy. Also, staff at the Reference Desk are available to assist you.

WHEN CAN I USE IT?

BRS AFTER DARK is available Sunday through Friday 6 p.m. to 10 p.m. and Saturdays 9 a.m. to 6 p.m. You are limited to one search per day and two searches per week (Monday through Sunday). You will have 20 minutes to complete your search. Appointments can be made for that day only, in person or by telephone, beginning at 8 a.m. Appointments for Saturday and Sunday can be made beginning at 8 a.m. Friday. If you are late for your appointment, that time will be deducted from your search time. After 10 minutes, your search will be canceled and you must reschedule.

HOW MUCH DOES IT COST?

This is a no-charge service of the Evans Library, and most searches will cost you nothing. A few databases, however, assess a fee for each citation printed out. For those databases, the Library will pay for a total of 75 citations per search (not per database); for printouts that exceed 75 citations per search you will be charged 10 cents per citation.

Please check with the Reference Staff for more information.

8/85

SEARCH PLANNER - WORKSHEET

topic: ______________________________

____

S
Y
N
O
N
Y
M
S

Concept 1	Concept 2	Concept 3	Concept 4
________	________	________	________
OR	OR	OR	OR
________	________	________	________
OR	OR	OR	OR
________	________	________	________
OR	OR	OR	OR
________	________	________	________
OR	OR	OR	OR
________	________	________	________
OR	OR	OR	OR
________	________	________	________

______ Connector ______ Connector ______ Connector

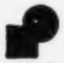
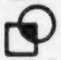
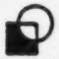
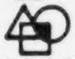
restrictions: (author, title, date, language) ______________________________

____

database(s) number or label: ______________________________

LOGICAL CONNECTORS USED WITH BRS After Dark

☐ = Set A ○ = Set B △ = Set C ■ = Set retrieved

 A OR B	References containing A will be retrieved. References containing B will be retrieved. References containing A and B will also be retrieved.
 A AND B	Only references containing both A and B will be retrieved.
 A NOT B	Among all references containing A, only those references which do not contain B will be retrieved.
 (A AND B) NOT C	References which contain A as well as B, but which do not contain C will be retrieved.
A SAME B	Is used to find references where A and B are contained in the same field of the citation.
A WITH B	Is used to find references where A and B are contained in the same sentence of the citation.

Search Planner - Example

topic: Computer control of wastewater treatment

	Concept 1	Concept 2	Concept 3
S Y N O N Y M S	computer$l	control$	wastewater
	OR	OR	OR
	software	program$	waste adj water
	OR	OR	OR
	hardware	sensor$l	________

SAME Connector AND Connector

restrictions: 83.yr. or 84.yr. or 85.yr.
database(s): INSP

Instructional Aids and Reference Tools

ONLINE SEARCHING

IN VAN PELT LIBRARY

[FOR PENN STUDENTS, FACULTY, AND STAFF]

DO YOUR OWN SEARCHES

- Do your own online searches of BRS/AFTER DARK AND DIALOG/ KNOWLEDGE INDEX databases on our terminal.
- We'll give you all the help you want.
- $3.00 for 20 minutes online.
- By appointment or walk in.
  Mondays and Thursdays, 7:30 to 9:30 pm.

SEARCH WITH A LIBRARIAN

- Make a 1-hour appointment with an experienced searcher. You can review citations and modify your search strategy for better results.
- Subsidized cost is $.25 per minute, $.10 per citation. A Typical search costs $10-$15 dollars.
- Search over 200 databases.

HAVE SEARCHES DONE FOR YOU

- Submit a search request form.
- Your topic is searched in BRS/AFTER DARK and DIALOG/ KNOWLEDGE INDEX databases by an experienced searcher.
- $5.00 for 50 citations with abstracts or 150 citations without abstracts. Results within one week.

Online Searching of Bibliographic Data Bases

Open Workshop

I. Explanation of computerized searching of bibliographic data bases
  A. Definition of bibliographic data base
  B. Equivalency to printed counterparts
  C. Access points in bibliographic records
  D. Customized printout of search results

II. Availability of end-user searching
  A. Menu-driven or user-friendly systems
  B. Access to commercial systems via telecommunications networks

III. Description of developing a search strategy
  A. Choice of data bases
  B. Division of topic into concepts
  C. Controlled vocabularies and keywords
  D. Boolean operators and special system features
  E. Entering search strategy via microcomputer
  F. Printing search results and locating references

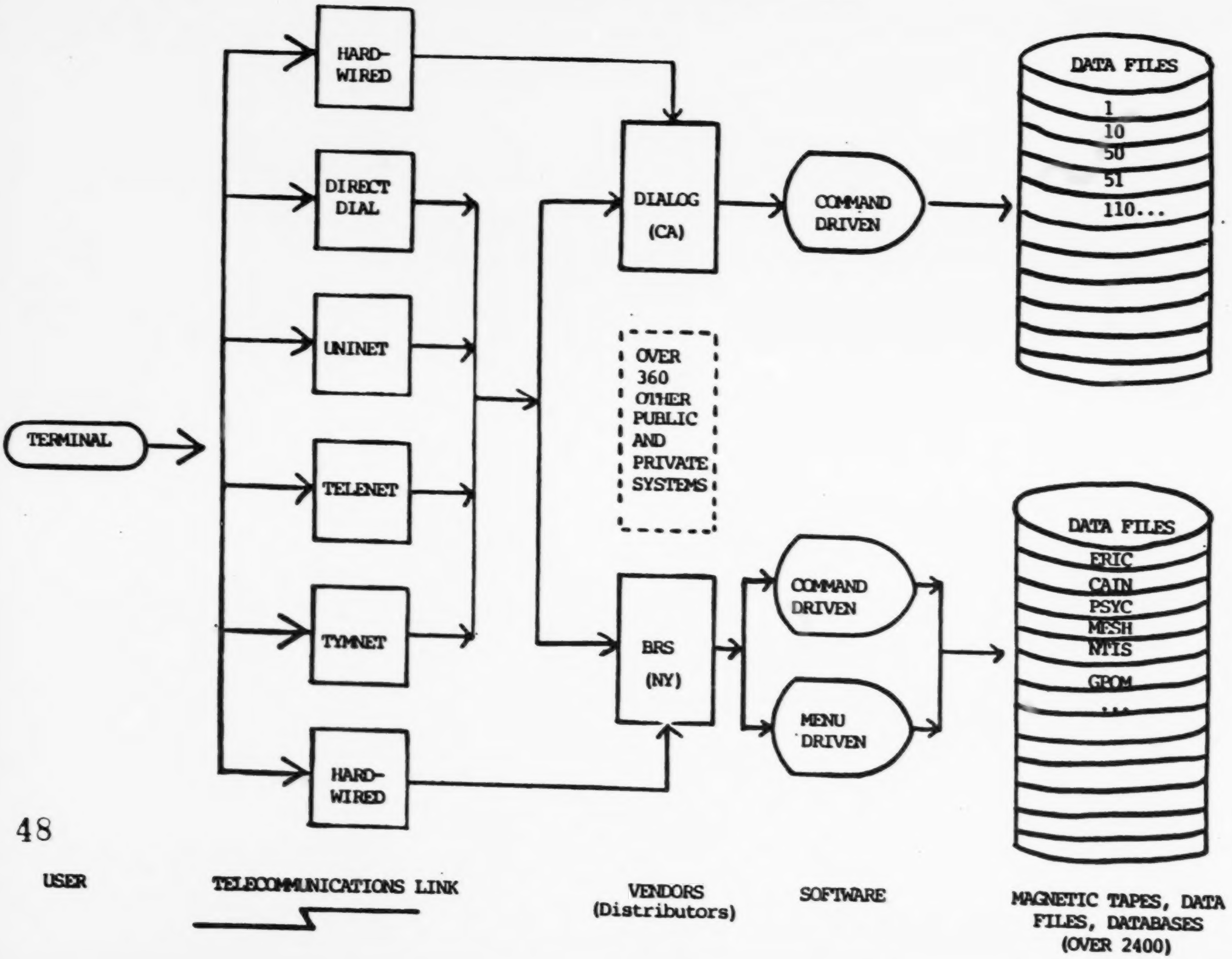
IV. Demonstration

V. Discussion of the advantages and disadvantages of computer searching

VI. Search services available at Mann Library

VII. Guidelines for search appointments

MICROCOMPUTER ACCESS TO ONLINE INFORMATION


TERMINAL
HARD-WIRED
DIRECT DIAL
UNINET
TELENET
TYMNET
HARD-WIRED
DIALOG (CA)
OVER 360 OTHER PUBLIC AND PRIVATE SYSTEMS
BRS (NY)
COMMAND DRIVEN
COMMAND DRIVEN
MENU DRIVEN
DATA FILES
1
10
50
51
110...
DATA FILES
ERIC
CAIN
PSYC
MESH
NTIS
GPOM
USER
TELECOMMUNICATIONS LINK
VENDORS (Distributors)
SOFTWARE
MAGNETIC TAPES, DATA FILES, DATABASES (OVER 2400)

34

CORNELL

BC

ALBERT R. MANN LIBRARY
Cornell University

A COMPARISON OF COMPUTER SEARCH SERVICES

	COMPASS	QUICKSEARCH	BRS AFTER DARK
ELIGIBILITY:	Anyone	Cornell graduate and undergraduate students	Members of the Cornell community who have received instruction in the use of the BRS/AD system.
SEARCHING DONE BY:	Public Service Librarian	Public Service Librarian	You
OUTPUT:	As many existing references as you request. Downloading of results is possible; contact Linda Stewart or Joan Lippincott, 6-7731	Up to 20 references	As many existing references as you choose.
AVAILABILTIY:	By appointment only; at reference desk or by calling 6-7731.	Walk-in; between 1-4 pm Monday through Friday.	Evenings and weekends by appointment only; at reference desk or by calling 6-7731.
CHARGES:	Depends on database, time spent online, number of references received.	$5.00 for CAIN, SOCA, MESH and ERIC; $8.00 for others.	$4.00 per half-hour for selected databases; $10.00 per half-hour for all others.
PAYMENT:	Cash, personal check, departmental account.	Cash, personal check.	Cash, personal check, departmental account.

35

CORNELL

9/84

CORNELL

Albert R. Mann Library, Cornell University

BRS AFTER DARK SEARCH STRATEGY FORM

1. Write a brief phrase to describe your topic.
2. Select appropriate databases(s).
3. Write out your search strategy. Use a thesaurus (list of subject terms) if available for your database. Ask a reference librarian for assistance if needed.
4. Have a reference librarian look over your search strategy and sign this form. This must be completed and signed before your first search appointment. Reference librarians are available M-Th 8-5, 7:30-10 pm; Fri. 8-5; Sat, Sun. 1-5.

Here is a sample search strategy.

1. Topic: Urban living and its relation to mental health.

2. Database: PSYC (Psychological Abstracts)

3. Strategy: S1 urban environments or ghettoes
   S2 mental health or mental disorder$1 or psychosis or neurosis or anxiety
   S3 1 and 2

Note: Search terms above are from the Thesaurus of Psychological Index Terms

---

Use the space below for your topic and strategy.

1. Topic:

2. Database:

3. Strategy:

Librarian's signature ____

REMINDER: Your appointment is on ________________ at __________ p.m. in the Mann Library Online Classroom (1st floor). If you need to cancel, call in advance (256-7731).

SELF SERVICE SEARCHING PROCEDURE

1. **The Library staff cannot assume responsibility for the search results from self service searching.** Please read and follow all instructions. If you have never searched before, go to the Reference Desk for instructions before using the Compuvend machines.

2. You will probably want to look at the Database Guide or Aid Page for the database you will be searching, and the BRS or After Dark Search Manual (all available at the Reference Desk).

3. Obtain a copy of the terminal software and a $1 magnetic card to cover initial connection to BRS (you will be asked to leave your ID card) from the staff person in room L19.

4. To conduct your search follow the instructions which are attached--see "PROCEDURES FOR USING THE COMPUVEND MACHINE"

BEST COPY AVAILABLE

5. Search costs vary; an After Dark search (available after 6:00 P.M. and on weekends,) will probably cost a few dollars; daytime searches vary according to the database you choose--check the database listing which follows for prices. The average search may take from 10 to 15 minutes.

6. It is likely to be more expensive to run your search in the afternoon (between noon and 5:00 P.M.). This is a heavy use period for the BRS system, and the response time is slower than in the mornings or evenings.

BEST COPY AVAILABLE

BEFORE USING THE COMPUVEND MACHINE

BEFORE YOU START make sure you know:

- a. the database you'll be using (the group number and label, e.g., "00" and "ERIC"--see list attached).
- b. the subject terms you'll be searching for,
- c. the commands you'll use to print the results (AFTER DARK and regular BRS commands are slightly different)--see the Quick Reference Guides which are attached
- d. that you will need a debit card (available for $20 at the Comptroller's Office, M-F 8:45 A.M. to 4:30 P.M., SAT. 8:45 A.M. to noon) or $1.00 bills to cover the cost of your search,
- e. that the system will turn off mid-search if your money runs out.

CAUTION: The Compuvend machine will begin beeping when you have less than two (2) minutes of search credit/time remaining. You will need to add more $1.00 bills or add more credits by pressing the "credit card" button on the Compuvend machine if you have a debit card inserted. You must add bills or keep pressing the "credit card" button until the beeping stops if you want to remain connected to the database. If you are almost finished with your search or do not want to spend more money, you can stop the beeping by pressing on the blinking button. The button will keep blinking until your time has run out.

PROCEDURES FOR USING THE COMPUVEND MACHINE

	WHAT YOU DO	WHAT COMPUVEND & THE MAC DO
1.	Turn Mac on and insert terminal software.	Desktop appears.
2.	Open the DU Talk icon.	Blank page appears. (Your search will appear here and may be saved as a DU Talk document.)
3.	Insert $1.00 debit card.	
4.	Press yellow "credit card" button.	Start counting minutes.
5.	Type ⌘ E	Display menu options.
6.	Type the number of the database group choice (e.g. "10"= BRS After Dark "00"=ERIC, etc.)	Logs on to chosen database group and asks if you want to see the Broadcast message (you may ignore this and press "N"). Note: If log-on is unsuccesful or you are disconnected for any reason, press the RESTART button and press ⌘ E again.
7.	Follow After Dark menus (see Quick Reference Guide to BRS/After Dark Searching which follows) or enter database label.	Allows you to conduct your search.

8.	Enter search terms.	**Note:** Whenever you hear the Compuvend machine begin beeping, you will need to add more search time by pressing the yellow "credit card" button or by adding dollars to the Compuvend machine until the beeping stops.
9.	Print results.	**Note:** It is better to create several small DU Talk files than one big one. MacWrite will not be able to open a file with more than about 20 citations with abstracts; over 100 may fill the DU Talk disc and be unusable. A Pascal program is available in room L19 to print files which are are too long for MacWrite.
10.	At the conclusion of your search type: "..o" (oh not zero) (or "o" for After Dark searches) to exit BRS. Remove your debit card if you are using one.	Logs you off BRS.
11.	Choose "Save As" from the FILE menu and save your search.	Your search is saved as a DU Talk document.
12.	Choose "Quit" from the FILE menu and then "Eject".	Ejects terminal software.
13.	GO to a print station to print a copy of your search or to transfer it to another disc.	
14.	Return the terminal software and the $1 debit card to the staff person monitoring L19.	

Note: We would like to use your search to study end-user searching. If you don't mind our using it, leave it on the terminal disc. If you don't want us to use it, trash your file before turning in the disc.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

JOHNS HOPKINS UNIVERSITY - WELCH

COMPARISON CHART FOR SELECTED SEARCH SYSTEMS

System Address	Hours of Access	Subscription	Databases	Online Costs	Search Features
BRS/After Dark 1200 Route 7 Latham, NY 12110 800-345-4BRS	M-F 6pm-midnight Sat 4am-midnight Sun 12:01am-4am 6am - 2pm 7pm-midnight	$75 start-up $12 monthly min	Mesh, Hlth, Biol, Ipab, Chem, Prem, Psyc, Disc, MMYD, Soca, Eric,	Mesh=$20/hr Biol=$13/hr + .10 Eric=$6/hr Chem=$15/hr	Menu driven Command stacking Truncation (s:drg$1) Nesting Qualifying
BRS Colleague (above)	M-F 6am-4am Sat-Sun 6am-2am 7pm-4am	$50 start-up $15 monthly min $10 extra password	MESH,HLTH,MFPS,IPAB, CCML:Current Therapy Sabiston's Surgery Lancet,BMJ,AIM,NEJM all other BRS dbs	$32/hr core day $20/hr core night 5% off >1 hr 10% >5 hrs 15% >10 hrs	(above)+ Explode (exp;c4$) Save (sv drgs) Stem (st toxic) Printoff (po;3;...)
Knowledge Index DIALOG Info. Serv. 3460 Hillview Ave. Palo Alto, CA 94304 800-227-1960 800-227-5510	M-Th 6pm-5am F 6pm-midnight Sat 8am-midnight Sun 3pm-5am	$35 start-up VISA, MC, AmEx	Medline Psycinfo Agricola Microcomputer Biol	$24/hr for all	Command driven Truncation (F drg?) Nesting Qualifying Explode trees (System-fed seminars) Document delivery
GTE/Minet GTE Telenet Medical Info. Network 12490 Sunrise Valley Dr. Reston, VA 22096 800-368-4215 800-368-3407	M-Sun 24 hrs/day	$100 non AMA $20 monthly min AMA: 1st mo.-no chg 2nd mo.-use chg 3rd mo.-$20 min.	Drug Information Diseases & diagnostic services Clinical lit. info CME programs MMWR-bulletin boards	$7 - $39/hr	Menu driven Document delivery
PaperChase Beth Israel Hospital 330 Brookline Ave. Boston, MA 02215 617-735-2253	M-Sun 24 hrs/day	No start-up fee No monthly min	Medline 1975+	$23/hr +,+,+... or $39/hr	Menu-driven Search suggestions Print offline Document delivery
MEDLARS Medlars Mgnt. Sect. Nat'l Libr. of Med. 8600 Rockville Pike Bethesda, MD 20209 301-496-6193	M-F 5am-11pm Sat 8:30am-5pm Sun down	No start-up fee No monthly minimum	Medline, Health, Cancerline, Toxline, Bioethics, Popline, Histline, Catline	Medline, et al= $15/hr non-prime $22/hr prime Toxline= $44/hr non-prime $46/hr prime	Command driven Truncation (all drg:) Qualifying Explode trees (exp C4 or neoplasms (PX))

EKS
Welch Medical Library
4/85

SELECTING A PERSONAL SEARCH SYSTEM

Some of the features you may want to consider when you choose a personal search system are listed below.

USER SUPPORT:	Is there a toll-free hotline available to answer questions and give hints on searching? Is online help available? Does the system offer low cost, convenient training? Does the system have a clear and easy-to-use manual? Does the system publish a newsletter or have an online newsletter to keep you up to date on system changes? Other helpful documentation includes quick reference guides, workbooks or practice exercises, command charts and database descriptions.
HOURS:	Do the hours of availability correspond to when you will be searching? If you will be searching at home on a personal computer, evening and week-end hours may be best; if you will be searching with a group or at the office, daytime hours may be better.
COST:	Will you be doing a lot of searching? If so you might choose a system with a minimum monthly charge but a lower connect hour rate. Are telecommunications included in the connect hour charges for the system? If you do not plan to search frequently you may want to choose a pay as you go system that charges only for actual hours connected. Notice whether the databases you are interested in are cheaper on one system than another.
PRINTING:	Can you request that your information be printed offline? Is the information printed easily readable?
ORDERING DOCUMENTS:	Can you order the entire document online once you find a relevant reference? This may save you time involved in finding it at a library or requesting it through interlibrary loan.
COVERAGE:	Does one system have all the databases you will want to search? Does one system have databases that no other system carries? Does one system have the type of database (bibliographic, full-text, data) that you need? In other words, do you want actual information or data, not just references to the literature?

COMMANDS: If you will not be searching for complex topics or for comprehensive coverage, you might want to choose a system with simple commands. A system with simple commands will be easier to search and will take less time to learn; however, these simpler systems sometimes do not have the capabilities of a more complex system.

Are the system commands so complex that you need special training?

SEARCH FEATURES: Some systems allow you to enter a code to retrieve many related concepts without having to enter each individual concept. This can be helpful for in-depth research questions.

Special search capabilities such as specifying that two words must be adjacent to one another and limiting to a particular field (such as title) are available on some systems.

WELCH
Medical Library
INFORMATION SOURCES

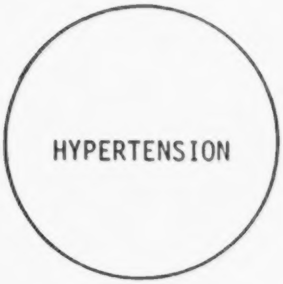
GUIDELINES FOR EVALUATING DATABASES

1. SUBJECT CONTENT
2. TYPE OF REFERENCES COVERED
3. AVAILABILITY OF REFERENCES
4. COST
5. SIZE OF DATABASE
6. COVERAGE DATES
7. CURRENCY
8. ACCESS POINTS

LOGICAL CONNECTORS AND VENN DIAGRAMS

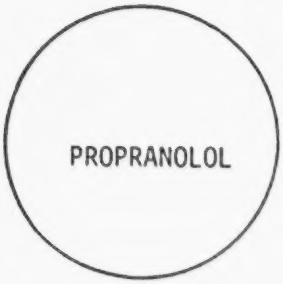
```
TYPE IN SEARCH TERMS
S1 -->    HYPERTENSION

A1       24879  DOCUMENTS FOUND
ENTER COMMAND    S
```


HYPERTENSION

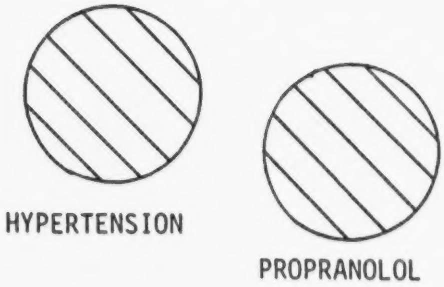
```
TYPE IN SEARCH TERMS
S2 -->    PROPRANOLOL

A2       7345  DOCUMENTS FOUND
ENTER COMMAND    S
```


PROPRANOLOL

```
TYPE IN SEARCH TERMS
S3 -->    1 OR 2

A3       31175  DOCUMENTS FOUND
ENTER COMMAND    S
```

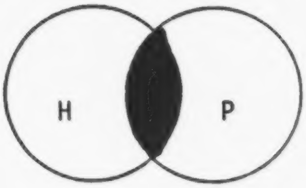

HYPERTENSION
PROPRANOLOL

```
TYPE IN SEARCH TERMS
S4 -->    HYPERTENSION OR PROPRANOLOL

A4       31175  DOCUMENTS FOUND
ENTER COMMAND    S
```

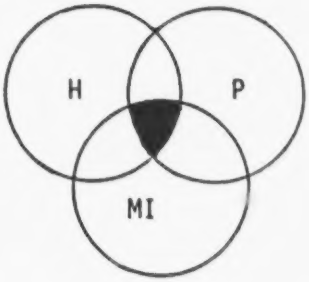
```
TYPE IN SEARCH TERMS
S5 -->     HYPERTENSION AND PROPRANOLOL

A5       1049  DOCUMENTS FOUND
ENTER COMMAND     S
```



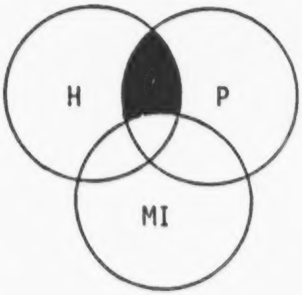
```
TYPE IN SEARCH TERMS
S6 -->     HYPERTENSION AND PROPRANOLOL AND MYOCARDIAL-INFARCTION

A6       23  DOCUMENTS FOUND
ENTER COMMAND     S
```



```
TYPE IN SEARCH TERMS
S7 -->     (HYPERTENSION AND PROPRANOLOL) NOT MYOCARDIAL-INFARCTION

A7       1026  DOCUMENTS FOUND
ENTER COMMAND     S
```



PARTS OF A DOCUMENT

DOCUMENT

*EVERY DATABASE CONTAINS INDIVIDUAL DOCUMENTS

*A DOCUMENT IN A BIBLIOGRAPHIC DATABASE MAY INCLUDE:

1. AUTHOR(S) OF THE ARTICLE
2. TITLE OF THE ARTICLE
3. TITLE OF THE JOURNAL IN WHICH THE ARTICLE APPEARED
4. ABSTRACT
5. DESCRIPTORS

FIELD

*A DOCUMENT HAS SEPARATE FIELDS, EACH DENOTED BY A TWO-LETTER PREFIX

TI CLINICAL USE OF THE TOTAL ARTIFICIAL HEART.

SO N-ENGL-J-MED.

SENTENCE

*A FIELD IS COMPRISED OF SENTENCES

*A SENTENCE IS A WORD OR CHARACTER STRING FOLLOWED BY A PERIOD AND TWO SPACES.

AU MCKUSICK-V-A.

SO N-ENGL-J-MED.

WORD

*A WORD IS ONE CHARACTER OR CHARACTER STRING THAT BEGINS AND ENDS WITH A SPACE

*A SENTENCE AND A WORD MAY SOMETIMES COINCIDE.

*A NUMBER CAN BE CONSIDERED A WORD

SO HYPERTENSION.

RN 9003-39-8 -- Povidone.

LOGICAL CONNECTORS

OR	Either one or both terms must appear in the document
AND	Both terms must be in the document
SAME	Terms must appear in the same field (ie; abstract or title)
WITH	Terms must appear in the same sentence
NOT	Excludes all citations which contain the word or phrase following the NOT

PROCESSING ORDER

In a search statement, the logical connectors are processed in the following order:

ADJ
WITH
SAME
AND NOT
OR

If you include parentheses in your search question, the computer will process the parentheses first, regardless of which logical connector(s) appear within.

SPECIAL SEARCH CAPABILITIES

TRUNCATION

*SOMETIMES REFERRED TO AS A "WILD CARD".
*ALLOWS YOU TO SEARCH FOR VARIATIONS ON THE WORD STEM YOU ENTERED WITHOUT HAVING TO TYPE IN EACH TERM INDIVIDUALLY.

S 1-> NEOPLASMS WILL NOT RETRIEVE
NEOPLASM
NEOPLASTIC

S 2-> NEOPLAS$ WILL RETRIEVE
NEOPLASMS
NEOPLASM
NEOPLASTIC

*USE TRUNCATION IF YOU ARE NOT SURE WHETHER AN AUTHOR NORMALLY PUBLISHES USING A MIDDLE INITIAL.

S 1-> MCKUSICK-V$ WILL ALSO RETRIEVE
MCKUSICK-V-A

*TO LIMIT THE NUMBER OF CHARACTERS AFTER THE STEM, QUALIFY THE TRUNCATION.

S 1-> NEOPLAS$2 WILL RETRIEVE
NEOPLASMS
NEOPLASM

WILL NOT RETRIEVE
NEOPLASTIC

NESTING

*TO SAVE TIME WHILE SEARCHING, A COMBINATION OF SEARCH TERMS AND LOGICAL CONNECTORS CAN BE ENTERED IN THE SAME SEARCH QUESTION.

*PROCEDURE IS CALLED <u>NESTING</u>.

*PARENTHESES ARE USED TO MAKE THE DESIRED RELATIONSHIP BETWEEN THE SEARCH TERMS CLEAR.

*COMPUTER FIRST PROCESSES THE PARENTHESES, THEN CONTINUES TO PROCESS THE SEARCH QUESTION IN THE ORDER DETERMINED BY THE CONNECTORS.

```
TYPE IN SEARCH TERMS
S 1 —>     TREATMENT OR THERAP$
A 1       200751  DOCUMENTS FOUND

ENTER COMMAND     S

TYPE IN SEARCH TERMS
S 2 —>     HYPERTENSION OR HIGH BLOOD PRESSURE
A 2      24948    DOCUMENTS FOUND
ENTER COMMAND     S

TYPE IN SEARCH TERMS
S 3 —>     PROPRANOLOL
A 3      7345     DOCUMENTS FOUND
ENTER COMMAND     S

TYPE IN SEARCH TERMS
S 4 —>    1 AND 2 AND  3
A 4      561      DOCUMENTS FOUND
```

OR, YOU CAN ENTER THE SEARCH IN <u>ONE</u> SEARCH QUESTION AS FOLLOWS:

```
TYPE IN SEARCH TERMS
S 1 —>    (TREATMENT OR THERAP$) AND (HYPERTENSION OR HIGH BLOOD
            PRESSURE) AND PROPRANOLOL
A 1       561     DOCUMENTS FOUND
```

FIELD QUALIFICATION

*IT IS POSSIBLE TO SPECIFY WHERE THE WORD SHOULD APPEAR IN A DOCUMENT.

*TO DO THIS, ENTER THE WORD(S) FOLLOWED BY A PERIOD, THE TWO LETTER PREFIX DESIGNATING THE FIELD, AND ANOTHER PERIOD.

```
S1-> HYPERTENSION
A1   24879   DOCUMENTS FOUND

S2-> HYPERTENSION.TI.
A2   15183   DOCUMENTS FOUND
```

*TO LIMIT TO MULTIPLE FIELDS, SEPARATE THE FIELD DESIGNATORS BY A COMMA.

```
S3-> HYPERTENSION.TI,AB.
A3   18684   DOCUMENTS FOUND
```

*"AFTER-THE-FACT" QUALIFICATION: REFER TO A PREVIOUS SEARCH QUESTION BY THE QUESTION NUMBER.

```
S1-> HYPERTENSION

A1   24879   DOCUMENTS FOUND

S2-> 1.TI.

A2   15183   DOCUMENTS FOUND
```

MEMPHIS STATE UNIVERSITY

SEARCH WORKSHEET 1 : CONCEPT DEVELOPMENT

Plan your search strategy by following these steps:

STEP 1. Describe your search topic in one or more sentences.
(Be as clear and concise as possible. Think in terms of facets of the question, rather than the expected answer. For example, "What is the most effective method to teach mathematics to elementary school students who are bilingual?" is a better question than "What do I do with children who don't speak English?")

Search topic: ____

____

____

STEP 2. Break the topic down into concepts.
(It will help to underline the key ideas, as in the example above. Then write each separate concept in the boxes below. The number of concepts you use will depend on your topic. Concepts may be single words or word phrases.)

CONCEPT A	CONCEPT B	CONCEPT C

STEP 3. List alternative ways of expressing the concepts.
(You can expand or narrow your topic by listing under each concept synonyms, word variants, or related terms.)

STEP 4. Reconstitute your topic by combining the concepts.
(Terms within each box can be linked with OR - meaning any of these. Terms across boxes can be linked with AND - meaning all must be present. OR broadens the search, while AND narrows the search.)

SEARCH PRACTICE FORM

```
S1 ---

A1 ---

Type in search terms, or enter command
     P to print documents found, R to review search questions,
     M to return to master menu, D to choose new database,
     O to sign off.

S2 ---

A2 ---

Type in search terms, or enter command
     P to print documents found, R to review search questions,
     M to return to master menu, D to choose new database,
     O to sign off.

S3 ---

A3 ---

Type in search terms, or enter command
     P to print documents found, R to review search questions,
     M to return to master menu, D to choose new database,
     O to sign off

S4 ---

A4 ---

Type in search terms, or enter command
     P to print documents found, R to review search questions,
     M to return to master menu, D to choose new database,
     O to sign off

S5 ---    P

Enter a search question to print from (e.g. 1 or 2, etc.)

Enter S for short print form, M for medium print form, or hit enter for
long print form.

Enter document number(s) to be printed.  Use a hyphen for sequential documents
(x-x), commas for non-sequential documents (x,x,x), or enter individual
number (x).  Type all to print all documents or hit enter to print first document.
```

MEMPHIS STATE UNIVERSITY

U-SEARCH SUGGESTION SHEET

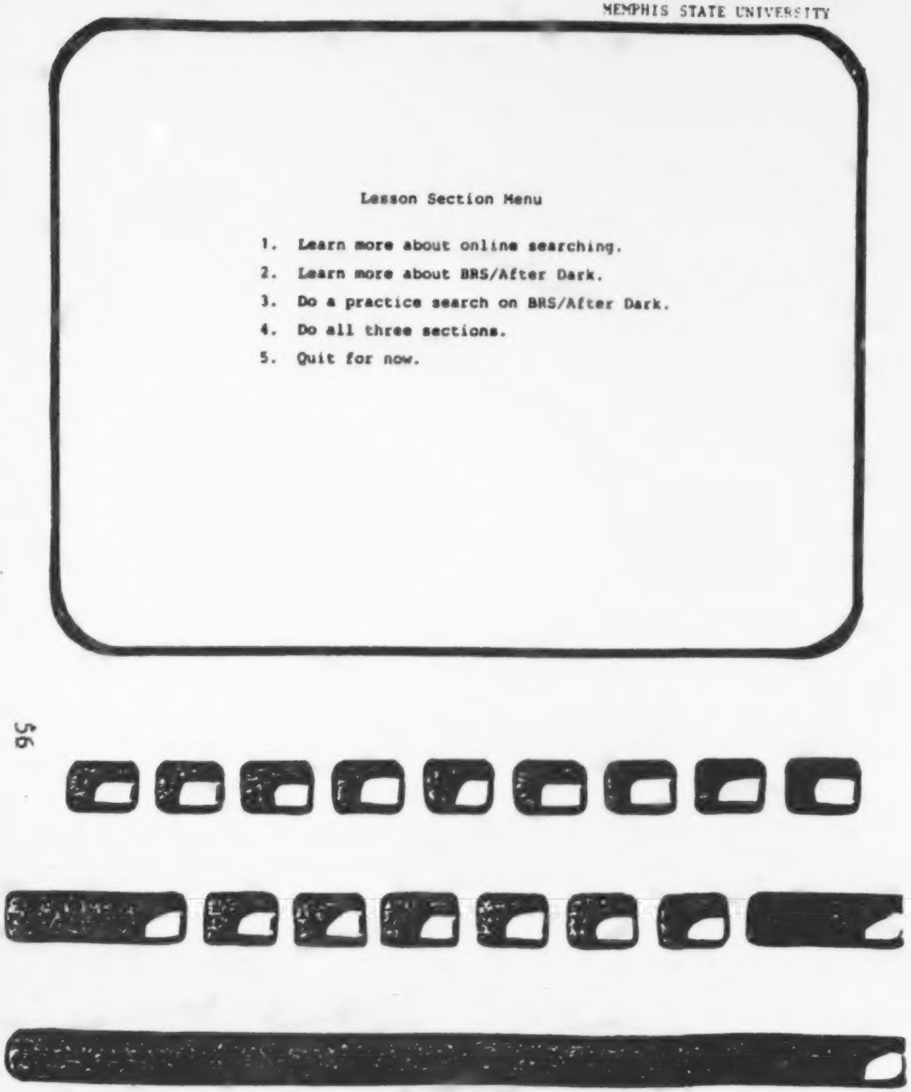
1. **PLAN YOUR SEARCH BEFORE YOU GO ONLINE.** Remember you will be paying for any online time you use--use the online time to search, not to look things up in the manuals, talk, etc.
2. You will probably benefit by consulting with a professional U-SEARCH librarian **BEFORE** and **AFTER** you do your search. Call 454-2208 and ask to make an appointment with a U-SEARCH librarian during the day.
3. **NOT EVERY SUBJECT** should be searched using this service. Humanities and literature are areas causing problems because an appropriate database does not usually exist. Most databases began about 1970--retrospective material is rarely included.
4. Watch your **SPELLING**. Think of **ALTERNATE WORDS**.
5. MOST IMPORTANT: **NEVER THINK THE COMPUTER OR YOUR SEARCH WILL GIVE YOU EVERYTHING.**

MEMPHIS STATE UNIVERSITY

Computer Assisted Instruction

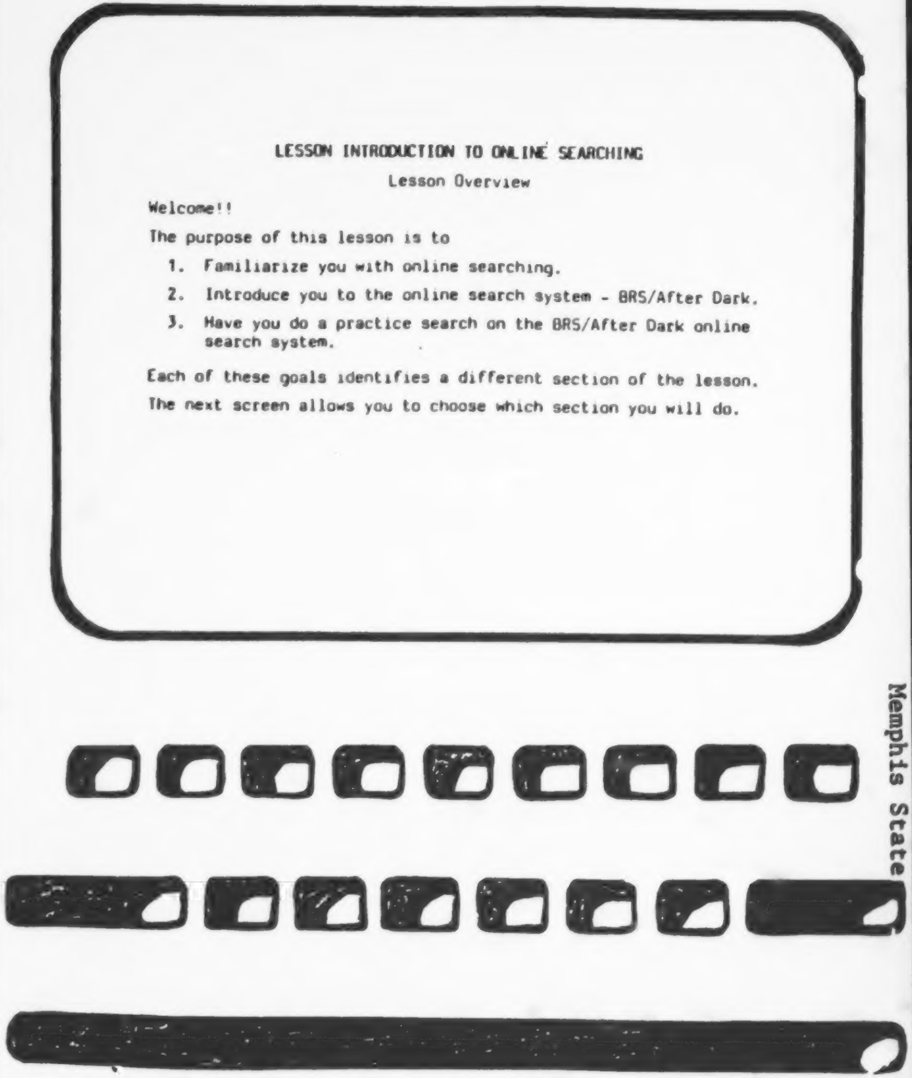
The computer-assisted instruction program was developed with funds from a grant by the Information Technology Research Institute Project at Memphis State University.

The program was written by Sharon Mader and Betsy Park and programmed by Howard Ramagli using Apple Super Pilot software. Eventually the CAI will have three levels: for the novice searcher, the intermediate searcher, and the experienced searcher. We use an Apple IIe, with two disk drives, 80 column extended card.



Lesson Section Menu

1. Learn more about online searching.
2. Learn more about BRS/After Dark.
3. Do a practice search on BRS/After Dark.
4. Do all three sections.
5. Quit for now.



LESSON INTRODUCTION TO ONLINE SEARCHING

Lesson Overview

Welcome!!

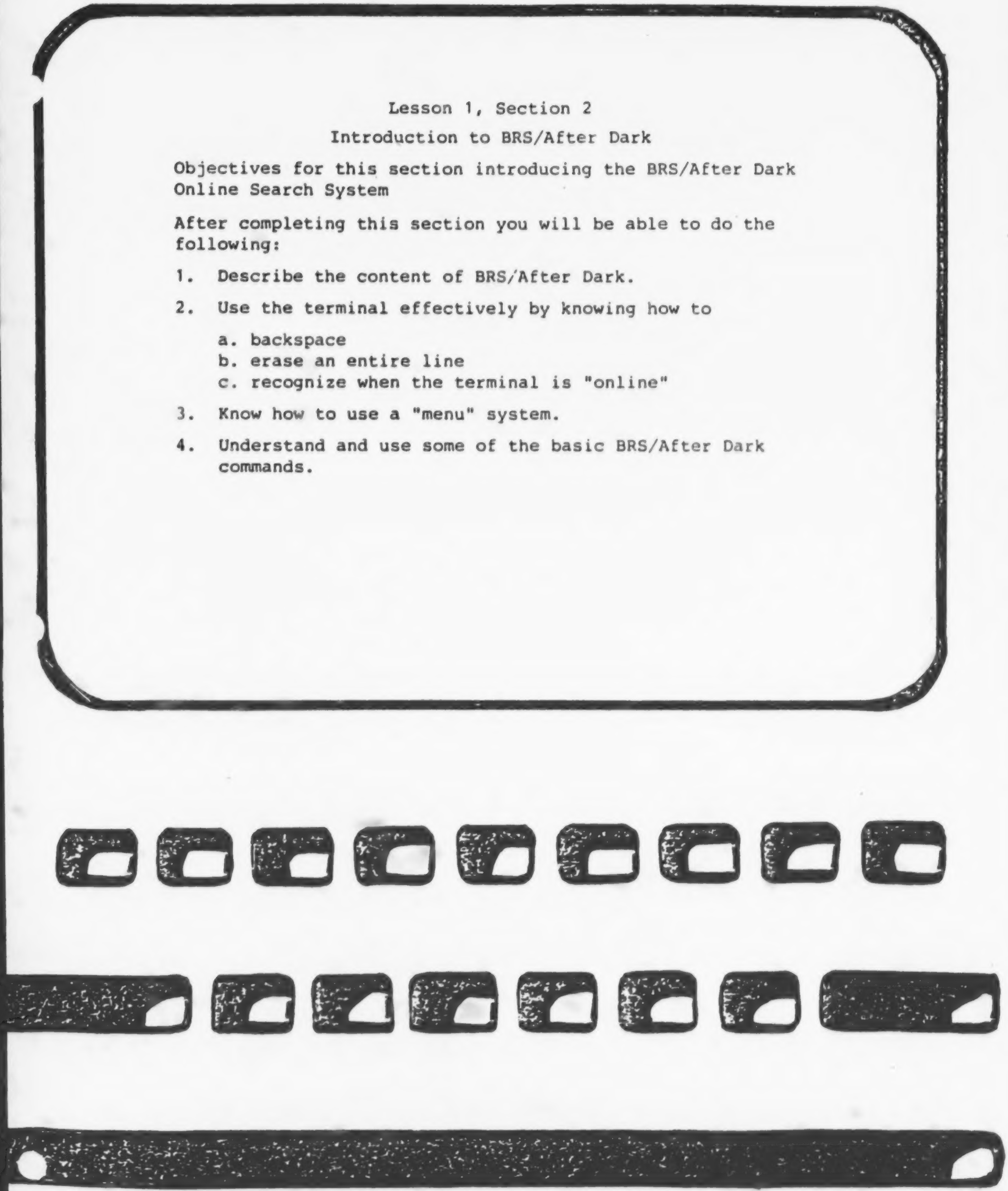
The purpose of this lesson is to

1. Familiarize you with online searching.
2. Introduce you to the online search system - BRS/After Dark.
3. Have you do a practice search on the BRS/After Dark online search system.

Each of these goals identifies a different section of the lesson.

The next screen allows you to choose which section you will do.

BEST COPY AVAILABLE



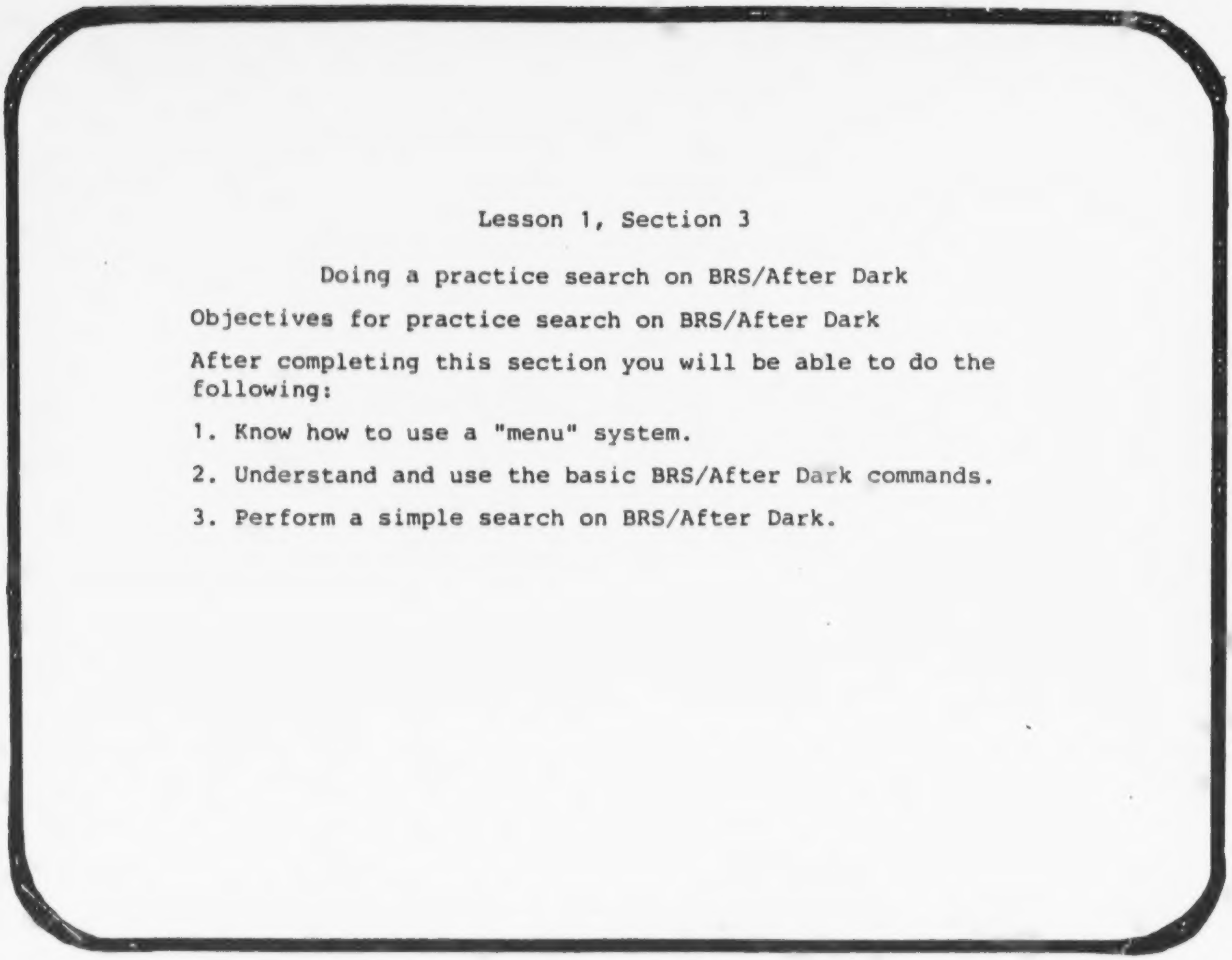
Lesson 1, Section 2

Introduction to BRS/After Dark

Objectives for this section introducing the BRS/After Dark Online Search System

After completing this section you will be able to do the following:

1. Describe the content of BRS/After Dark.
2. Use the terminal effectively by knowing how to
    a. backspace
    b. erase an entire line
    c. recognize when the terminal is "online"
3. Know how to use a "menu" system.
4. Understand and use some of the basic BRS/After Dark commands.



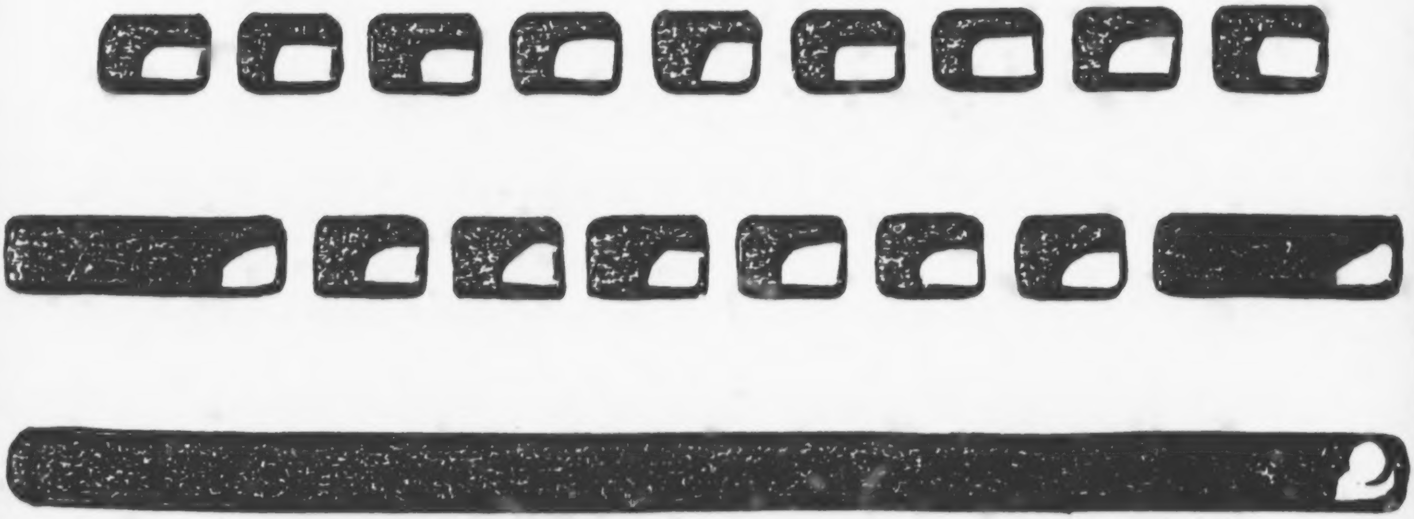
Lesson 1, Section 3

Doing a practice search on BRS/After Dark

Objectives for practice search on BRS/After Dark

After completing this section you will be able to do the following:

1. Know how to use a "menu" system.
2. Understand and use the basic BRS/After Dark commands.
3. Perform a simple search on BRS/After Dark.



MSU LIBRARIES

U-SEARCH SERVICE

Have you ever had tremendous problems locating information? Have you spent hours searching for references on the benefits of sports for the handicapped, or other topics? You may want to try using one of MSU Libraries' computerized search services: the Information Retrieval Service (IRS) or U-SEARCH.

U-SEARCH is a new library service which allows you to perform your own online search using BRS/After Dark. This service offers you access to approximately 50 databases to find information on a variety of topics, including business and finance, education, social sciences, and science and medicine,

U-SEARCH differs from the Libraries' Information Retrieval Service in that you do the search yourself rather than having a librarian intermediary perform the search for you. While online you will have the opportunity to print out the results of your search and leave the session with search results in-hand. Thus you now have a choice of using a printed index, having a professional librarian perform the search, or doing one on your own. Although professional consultation is not available while you perform the search, you may talk with a professional searcher either before or after you do your search.

U-SEARCH will allow you to gather a list of references on your topic, often with an abstract. A few full text databases are also available.

WHERE:

Information Retrieval Office
Reference Department Room 103
MSU Libraries

WHEN:

The service is only available in the evening and on the weekend:

Wednesday	7:00pm-9:30pm
Thursday	7:00pm-9:30pm
Saturday	12:00noon-4:30pm

COST:

MSU faculty, staff and students
$1.25 per five minute intervals of online time
Patrons outside the University
$2.00 per five minute intervals of online time

Payment must be made upon completion of the search: checks or preauthorized transfer vouchers only.

HELP:

A search worksheet, After Dark and database manuals available in the IRS office.

For consultation, call 454-2208 and ask to make an appointment with a U-SEARCH librarian.

SM:BP/3-85

BUSINESS COMMUNICATIONS OUTLINE (Instructor)

1. Quickly go over Sources (Handout).

2. What is online information retrieval?

TRANSPARENCY: Information Flow

TRANSPARENCY: Online Connections
Information Vendors
Department Store analogy

Bibliographic databases, rather than numeric or consumer databases.

TRANSPARENCY: Matching

3. History & Developement of Information Retrieval

TRANSPARENCY: Development of Online Information Services

4. Information Retrieval at MSU

MSU ⟶ IRS ⟶ U-SEARCH

since 1971
1355 searches last year

5. How can they use information retrieval? (could use either online or manual)

TRANSPARENCY: Search Request Steps

Write the problem on the board.
Horizontal & vertical
Concept identification & development (variant terms)

Refer back to original MATCHING TRANSPARENCY

TRANSPARENCY: COMPUTER MATCHING II

TRANSPARENCY: COMPUTER MATCHING III

6. Practice Search in BRS/After Dark

TRANSPARENCY: LEVELS OF ENTRY INTO DATABASE INFORMATION

TRANSPARENCY: BRS

What are and where to find
-Abstrax 400
-PAIS- government doc., books

TRANSPARENCY: CHOOSING YOUR DATABASE(S)

TRANSPARENCY: EDUCATION DATABASES

TRANSPARENCY: BRS/PAIS

TRANSPARENCY: PRINTING

7. Advantages and disadvantages of online/manual

TRANSPARENCY: DIALOG YOU CAN FIND IN SECONDS

TRANSPARENCY: DIALOG YOU CAN FIND IN SECONDS

ONLINE	VS.	MANUAL
Speed- timesaving	→	Free- your time
Costs money- your money		
Access points	→	prescribed language
(not restricted to subject, author)		
greater precision	→	false drops
New Topics		
Zap Mail		
Combines terms	→	Look each term up separately
One file	→	Many volumes
Covers a range of years		Have to look up each year
Coverage limited to last 20 years	→	Greater retrospect coverage
Printed output	→	Have to copy references yourself
Not all subjects and formats covered For example, S & P directory info. not on U-SEARCH. Newspapers not on U-SEARCH. Literary criticism, Humanities in general.		
Computer doesn't think- mechanically retrieves list of references.	→	Miss serendipity factor- browsing, the power of interpretation

Speed limit= 22 documants
Speed limit $1= 27 documents

8. How to obtain resources

Memphis State University Libraries

The Future of Computerized Research

As the amount of business information grows, on-line data bases will enlarge and multiply, and they probably will become the primary source of business information. The high speed and extreme accuracy of electronic searching, the huge volume of materials that can be stored and readily accessed for searching and printing and the phenomenal expansion in the number and size of on-line data bases over the past decade will make computerized information retrieval systems the primary research tools of the future. No existing system of manual indexing or numbering can be effective for information storage and retrieval as computerized systems, especially those with free-text search capability. As smaller, more efficient, higher capacity hardware such as the random access memory chip is used, future search costs will be reduced and the use of on-line data bases will become increasingly common in small and large CPA firms, businesses, schools and homes.

From "Computerized Research: An Advanced Tool" By Andrew P. Gale, Journal of Accountancy, 153 (1982): 84.

Glossbrenner, Alfred. The Complete Handbook of Personal Computer Communications. New York: St. Martin's Press, 1983. (REF QA 76.5 G535 1983)

Hoover, Ryan E. Executive's Guide to Online Information Services. White Plains, NY: Knowledge Industry Publications, Inc. 1984.

Howitt, Doran, and Marvin I.Weinberger. Inc. Magazine's Databasics: Your Guide to Online Business Information. New York: Garland Publishing, Inc., 1984 (REF HF 5548.2 H67 1984)

Lisanti, Suzana. "The Online Search." BYTE 9 (December, 1984): 215-230.

McGuire, Peter J. "The On-line Literature Search in the Business Writing Class." ABCA Bulletin 44 (June 1981): 30-32.

Pfaffenberger, Bryan. The College Student's Personal Computer Handbook. Berkeley, California: SYBEX, 1984. (REF LB 2395 P43x) Kept in IRS office.

*See also materials on Reserve (4th Floor) for Dr. Valesky, EDAS 7440, Microcomputer Applications.

Memphis State University Libraries

Database Descriptions

ABI/INFORM (1971-present)

ABI/INFORM database is designed to meet the information needs of executives and covers all phases of business management and administration. Stresses general decision sciences information which is applicable to many types of businesses and industries. Specific product and industry information is included but does not receive primary emphasis. Indexes approximately 550 publications.

BUSINESS SOFTWARE DATABASE (Current Information)

Business Software Database contains descriptions of over 3,500 software packages which have business applications for use with micro and minicomputers. Records in the Business Software Database include a description of the package; the name, address, and phone number of the manufacturer; and the price and number of packages sold. Records also include information on the availability of the software, machine capability, the program language, description of the documentation, and availabilty of cutomer service assistance and other services from the manufacturer.

ERIC (1966-present)

ERIC is the complete database on educational materials from the Educational Resources Information Center. It consists of two main files: Resources in Education, which is concerned with identifying the most significant and timely education research reports and projects; and Current Index to Journals in Education, an index of more than 700 periodicals of interest to every segment of the education profession.

MAGAZINE INDEX (1959 to March 1970, 1973 to present)

Magazine Index is the first online database to offer truly broad coverage of more than 435 general interest magazines. Provides extensive coverage of current affairs, the performing arts, business, sports, recreation and travel, consumer product evaluations, science and technology, leisure time activities, and other areas.

NATIONAL NEWSPAPER INDEX 1979-present (1982-present for the Los Angeles Times and the Washington Post)

The National Newspaper Index provides front-to-back indexing of the Christian Science Monitor, the New York Times, and the Wall Street Journal. All articles, news reports, editorials, letters to the editor, obituaries, product evaluations, biographical pieces, poetry, recipes, columns, cartoons and illustrations, and reviews are included. The only items not included are weather charts, stock market tables, crossword puzzles, and horoscopes.

PAIS (1976-present)

PAIS (Public Affairs Information Service) contains references to information in all fields of social science including political science, banking, public administration, international relations, economics, law, public policy, social welfare, sociology, education and social anthropology. Over 800 English language journals and 6,000 non-serial publications are indexed each year. PAIS provides comprehensive coverage on all issues of public policy regarding social, economic or political problems including information on such areas as accounting; municipal, state and federal administration; consumer attitudes; multinational corporations; and Congressional hearings.

BRS/AFTER DARK INTRODUCTORY SEMINAR

First Class (Basic skills of searching)

- I. Introduction
  - A. Objectives of Session
    - 1. Give students a chance to learn the basics of database searching (not turn them into expert searchers in one lesson).
    - 2. Give students a chance to do online research at a comparatively inexpensive rate.
    - 3. Give librarians a chance to interact with novice searchers and see where they encounter problems.
  - B. Describe a little of the history of online searching and the systems we contract for at PSU (interactive and mostly bibliographic, correspondence to printed indexes).
  - C. Differences between BRS/AD and "regular" BRS (menu-driven, fewer databases, non prime time, less expensive).
  - D. Advantages/limitations of database searching.
- II. Cover basic information needed to construct a simple search.
  - A. Topics
    - 1. Secret of most successful searches is having an appropriate topic, described in terms appropriate to the database (let students know where to find relevant thesauri).
    - 2. Need to think of all relevant terms and the results they might produce (computer very literal and tries to make best match on what you've keyed in, but you can run into problems with synonyms, multiple meanings, etc.)
  - B. Concepts to cover (illus. on board or with handouts)
    - 1. Boolean logic (usually just "or" and "and")
    - 2. Positional operators ("adj" [default], "with")
    - 3. Paragraph qualification.
    - 4. Difference between free text and controlled vocabulary
    - 5. Truncation ("wildcards") (This statement refers to all 5 previous concepts)

C. Run through 1-3 topics on the board with input from class regarding synonyms, etc.

D. Review 1-5 above, and suggest re-reading Chapter 3 of manual to reinforce concepts.

E. Explain how to set up a search (use Workform).

F. Explain exactly what will happen as they interact with system.

G. For next class, students should:

   1. Decide on a potential topic (or alternatives).

   2. Break topic down into component concepts.

   3. Try to put together the steps he/she will use to get to a result statement to be printed. (Search consultant will help finalize the strategy).

H. Estimate how much searches will cost on a class average.

Second Class (Individual consultations)

- Meet with each student individually on topics (5-10 min. each)

- Have relevant thesauri available.

- Once topics are approved, have student choose a time slot on the calendar (make sure they write down their appointments).

Online Sessions

Students encouraged to work as much as possible on their own, but librarian available to answer questions or help revise strategy.

BRS/After Dark Commands

Command	Abbreviation	Function
Search	s	To search for terms in the database
print	p	To print citations. Format options are s(short), m(medium) and l(long)
review	r	To look at all the terms you have requested so far in the search
database menu	d	To return to the database menu (in case you want to search a topic in more than one database)
off	o	To log off the system (be sure to hang up telephone, turn off terminal and printer, and fill out the log-sheet provided near the terminal

L. Friend
7/84

83

Steps in Developing a Search Strategy and Performing a Search

1. Analyze the search request for main concepts.

2. Make a tentative list of potential databases to use. More databases can be used if you strive for comprehensiveness, but you must expect some duplicate citations. In practice, we generally search according to what the client can afford to pay, and we also consider the reason for a search (e.g., if someone is writing a book, he/she probably needs a thorough search. Another person working on a 10 page paper likely needs fewer references).

3. Check thesauri, if available, to see if appropriate controlled vocabulary exists for the main concepts you've identified. Otherwise formulate sets of free-text synonyms (a combination of both controlled vocabulary and free text is often used).

4. Construct a potential search strategy for each database. WRITE DOWN EVERY STEP YOU EXPECT TO USE. It's often a good idea to jot down alternative descriptors in case your first strategy produces too many (or not enough) citations. We find an "average" narrow search yields 25-50 "hits," but this can vary widely. Be sure to include any constraints such as language, time period, age group, etc.

5. Log on to terminal and input search strategy, making planned changes as necessary. (If the search is not working out, logoff the system and review your strategy for other possible options).

SEARCH TIPS

1. Search Helper will only print the 15 most current references.
2. Enter only one word at a time unless you are searching the Place category, which accepts multiple words (e.g. New Orleans).
3. Four categories may be searched: Place, Person, Subject, and Brand Name in six subject oriented databases. (See instructions at terminal)
4. Variant forms of a word may be retrieved by using the question mark (?) as a truncation symbol after a word stem. DRIV? will search for DRIVE, DRIVER, DRIVING, and DRIVEL.
5. To search for a subject consisting of more than one word, follow the directions on the screen and enter ONLY ONE WORD at a time.
6. Additional words may be added to the search after entering the two search words allowed per category by simply choosing the category again and adding the desired words. Categories may also be combined in the same manner.
7. Avoid being too specific. No more than 3-4 words should be entered per topic.
8. Do not use articles (a, the, etc.) or conjunctions (and, but, etc.) unless as part of a title.
9. Use the most specific term possible for a subject.

PLANNING THE SEARCH

Topic Statement:

1st word of subject/name

2nd word of subject/name

Additional words

Sample Profiles:

1. Topic Statement: Television advertising and children

1st word of subject	2nd word of subject
Television	Advertis?

Additional words

Children

2. Topic Statement: Anne Burford and the EPA

Category: Person

1st name of person	2nd name of person
Anne	Burford

Category: Subject

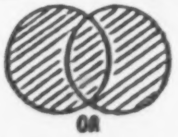
1st word of subject	2nd word of subject
Environment?	Protection

Search Planner for Search Helper

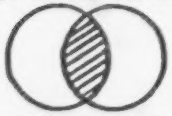
TEXAS A & M

Since your time at the terminal will be limited, you may want to use this search planner to organize the query ahead of time.

LOGICAL CONNECTORS

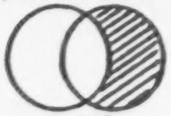


(Broadens search)



AND (same citation)
SAME (same paragraph)
WITH (same sentence)

(Narrows search)



(Narrows search)

STOP WORDS

Certain common words are not searchable. Here is a partial list:

A
All
An
And
Are
At
Be
Buy
By
For
From
If
In
Made
Many
More
No
Not
Of
On

Or
Same
Some
That
The
Through
Toward
Upon
Used
Using
Was
Were
Which
While
Who
Will
With
Within
Would

SEARCH TIPS:

1. Include common synonyms and spelling variations to insure thorough coverage.
2. Additional forms of words can be retrieved by use of truncation ($) after a word stem, for example, MANAG$ will search for MANAGER, MANAGERS, MANAGING, MANAGEMENT, etc. (See instructions by terminal.)
3. Focus results by a) adding extra concept groups and/or b) restricting terms to occurrences in specific fields such as .TI. (title) or .DE. (descriptors). (See instructions by terminal.)

TOPIC STATEMENT:

Concept 1 Concept 2 Concept 3

LOGICAL COMBINATIONS:

SAMPLE SEARCH PLAN:

Topic Statement: Use of computers in medical diagnosis

Concept 1	Concept 2	Concept 3
Computer$	Medical$	Histor$
OR	OR	OR
Microcomputer$	Medicine	Diagnos$
OR		
Online System$		

LOGICAL COMBINATIONS:

1 AND 2 AND 3 (Broad, terms in the same citation)
1 SAME 2 SAME 3 (Narrower, terms in the same paragraph or field)
1 WITH 2 WITH 3 (Narrowest, terms in the same sentence)

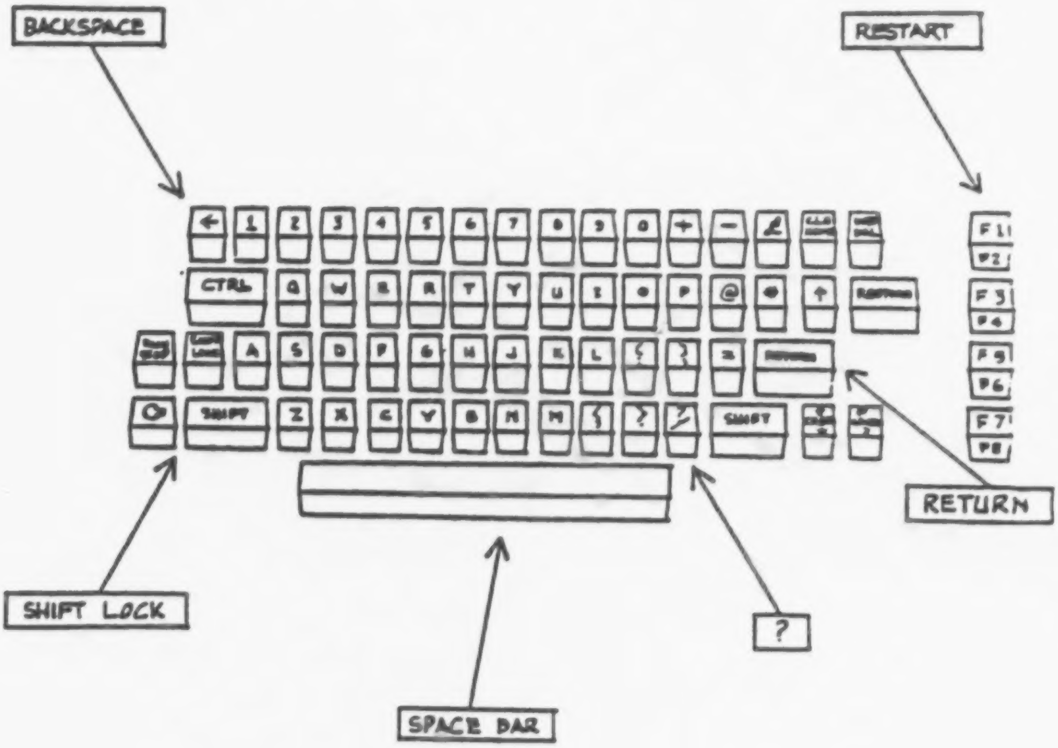
Search Planner for BRS/After Dark

TEXAS A & M

Flip Chart for Search Helper

IN ADDITION TO THE STANDARD ALPHANUMERIC KEYS ON THE KEYBOARD, THERE ARE SIX KEYS THAT PERFORM SPECIAL FUNCTIONS:

1. THE RETURN KEY TRANSMITS YOUR RESPONSES TO THE COMPUTER: IT SHOULD BE PRESSED WHEN SO INDICATED ON THE SCREEN.
2. THE F-1 OR "RESTART" KEY ALLOWS YOU TO RETYPE YOUR SEARCH OVER IF YOU HAVE MADE A MISTAKE OR WISH TO CHANGE THE WORDS THAT YOU HAVE ENTERED FOR SEARCHING. THIS KEY MUST BE PRESSED BEFORE SEARCH HELPER BEGINS SEARCHING (i.e., BEFORE A CHOICE OF DATABASES OR CATEGORIES HAS BEEN MADE).
3. USE THE ← OR "BACKSPACE KEY TO CORRECT MISSPELLINGS. BACKSPACE TO THE INCORRECT CHARACTER AND RE-TYPE THE WORD OR CHARACTER.
4. THE ? OR "TRUNCATE" KEY CAN BE USED TO SEARCH FOR SINGULARS AND PLURALS AT THE SAME TIME; e.g. COMPUTER? WILL SEARCH FOR "COMPUTER" AND "COMPUTERS" AT THE SAME TIME.
5. SHIFT LOCK. THIS KEY SHOULD ALWAYS BE UP. IF IT IS DEPRESSED, YOU WILL BE UNABLE TO TYPE NUMBERS.
6. THE SPACE BAR IS USED TO INSERT BLANKS IN YOUR TYPE, JUST AS IT IS ON A STANDARD TYPEWRITER KEYBOARD.



BEST COPY AVAILABLE

SUBJECT

1. TYPE IN ONLY ONE WORD AT A TIME.
2. IF A SUBJECT HAS MORE THAN ONE TERM, USE THE MOST DISTINCTIVE TERM POSSIBLE.
3. WHEN A SUBJECT CONSISTS OF MORE THAN ONE WORD ENTER IT ONE WORD AT A TIME. E.G. SUPPLY SIDE ECONOMICS SHOULD BE ENTERED AS FOLLOWS.
   1ST WORD OF SUBJECT: SUPPLY
   2ND WORD OF SUBJECT: SIDE
   WHEN THE SYSTEM ASKS WHETHER YOU WANT TO ADD ANOTHER PERSON, PLACE, OR SUBJECT, ETC. CHOOSE THE SUBJECT OPTION AND ENTER:
   1ST WORD OF SUBJECT: ECONOMICS
4. DO NOT BE TOO SPECIFIC WITH SUBJECTS. NO MORE THAN THREE OF FOUR WORDS SHOULD BE ENTERED.
5. USE THE (?) TRUNCATION SYMBOL AFTER THE STEM OF THE WORD TO RETRIEVE VARIANT FORMS OF WORDS. E.G. COMPUTER? WILL RETRIEVE COMPUTERS, COMPUTER, COMPUTERIZATION, ETC.
6. TO FIND REVIEWS OF BOOKS, MUSIC, MOVIES, ETC. ENTER THE MOST DISTINCTIVE WORD(S) AND ADD THE WORD REVIEW.
7. DO NOT USE THE APOSTROPHE WHEN ENTERING A WORD, INSTEAD CHANGE THE 'S TO THE TRUNCATION SYMBOL. E.G. SOPHIE'S CHOICE SHOULD BE ENTERED AS SOPHIE? CHOICE.

EXAMPLE:

SUBJECT: REVIEW OF THE BIG CHILL

SCREEN DISPLAY	YOU ENTER
TYPE THE FIRST WORD OF YOUR SUBJECT: ________	BIG
THEN PRESS RETURN	
TYPE THE SECOND WORD OF YOUR SUBJECT: ________	CHILL
THEN PRESS RETURN	

SELECT THE SELECT OPTION AGAIN WHEN PROMPTED TO DO SO.

TYPE THE FIRST WORD OF YOUR SUBJECT: ________	REVIEW?
THEN PRESS RETURN	

THIS SEARCH SHOULD RETRIEVE ALL ARTICLES FOUND IN THE CHOSEN DATABASE REVIEWING THE BIG CHILL.

PERSON

1. TYPE IN ONLY ONE WORD AT A TIME.
2. TYPE THE PERSON'S FIRST NAME WHEN PROMPTED TO DO SO.
3. TYPE THE PERSON'S SECOND NAME WHEN PROMPTED TO DO SO.
4. TO SEARCH FOR A NAME WITH INITIALS, DO NOT TYPE THE PERIODS. E.G. R.L. JONES SHOULD BE ENTERED AS R L JONES WITH SPACES BETWEEN THE INITIALS INSTEAD OF PERIODS.

EXAMPLE:
PERSON: ANNE BURFORD

SCREEN DISPLAY:	YOU ENTER:
TYPE THE PERSON'S FIRST NAME: ________________ THEN PRESS RETURN	ANNE
TYPE ANNE'S LAST NAME ________________ THEN PRESS RETURN	BURFORD

THIS SEARCH SHOULD RETRIEVE ALL ARTICLES FOUND IN THE CHOSEN DATABASE CONCERNING ANNE BURFORD.

PLACE

1. The Place category accepts multiple words.
2. Use the most distinctive name; for example, if you want information on San Francisco, enter San Francisco, not California.
3. Various kinds of places may be searched, e.g. New York City, Johnson Space Center, Yale University, etc.

Example:

Place to be searched: New Orleans

SCREEN DISPLAY	YOU ENTER
Type the name of the place:	
________________	New Orleans
(multiple words ok then press return)	

This search should retrieve all articles found in the chosen database concerning New Orleans.

BRAND NAME

1. Type in only one word at a time.
2. If a brand name has more than one word, use only the most distinctive words to search. E.g. IBM Personal computer could be searched using the words IBM and Personal.
3. To retrieve only evaluations of brand names, combine the brand name with a subject search and the term evaluation as the "first word of the subject"

Example:
Brand Name: Honda Civic and Evaluation

SCREEN DISPLAY:

TYPE THE FIRST WORD
OF THE BRAND NAME:

______________ Honda______
THEN PRESS RETURN

TYPE THE SECOND WORD
OF THE BRAND NAME:

______________ Civic______
THEN PRESS RETURN

Select the Subject Option when prompted

TYPE THE FIRST WORD
OF THE SUBJECT

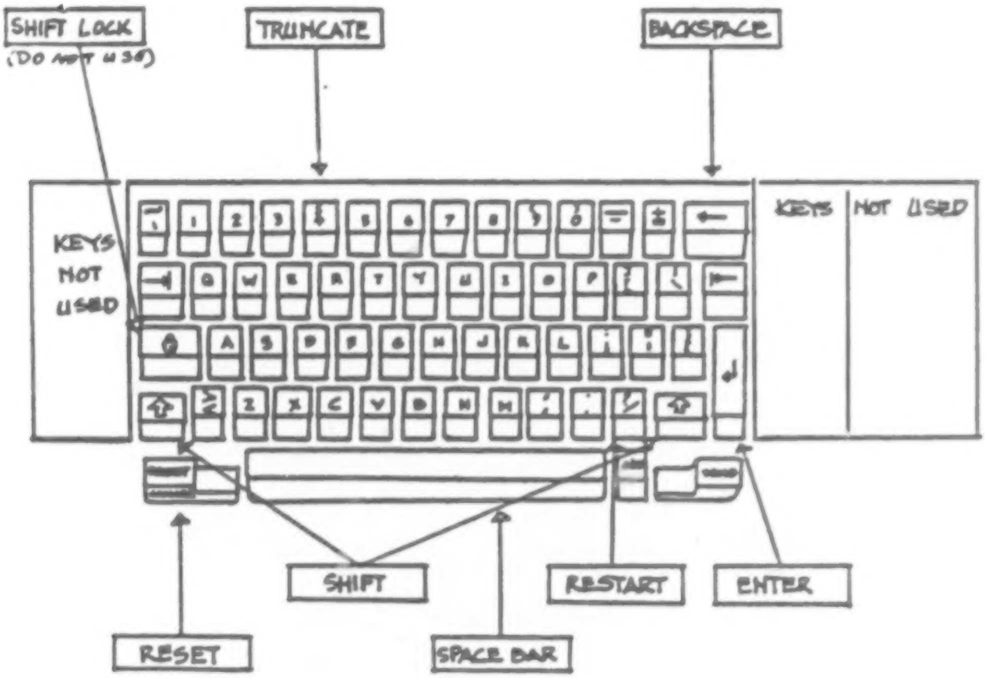
______________ Evaluation__
THEN PRESS RETURN

This search should retrieve all articles found in the chosen database evaluating the Honda Civic.

Flip Chart for BRS/After Dark

IN ADDITION TO THE STANDARD ALPHANUMERIC KEYS ON THE KEYBOARD, THERE ARE SIX KEYS THAT PERFORM SPECIAL FUNCTIONS.

1. THE ENTER KEY TRANSMITS YOUR RESPONSES TO THE COMPUTER; IT SHOULD PRESSED WHEN RESPONDING TO A SYSTEM INQUIRY.
2. THE ? OR "RESTART" KEY ALLOWS YOU TO RETYPE YOUR SEARCH OVER IF YOU HAVE MADE A MISTAKE OR WISH TO CHANGE THE WORDS THAT YOU HAVE ENTERED FOR SEARCHING.
3. USE THE ← OR "BACKSPACE" KEY TO CORRECT MISSPELLINGS. BACKSPACE TO THE INCORRECT CHARACTER AND RETYPE THE WORD OR CHARACTER.
4. THE $ OR "TRUNCATE" KEY CAN BE USED TO SEARCH FOR SINGULARS AND PLURALS AT THE SAME TIME; e.g. COMPUTER$ WILL SEARCH FOR "COMPUTER" AND "COMPUTERS" AT THE SAME TIME.
5. SHIFT LOCK. ⇧ THIS KEY SHOULD ALWAYS BE UP AND SHOULD NEVER BE USED. IF IT IS DEPRESSED, IT WILL LOCK THE KEYBOARD.
6. THE RESET KEY MUST BE PRESSED TO UNLOCK THE KEYBOARD IF YOU HAVE PRESSED THE SHIFT LOCK.
7. THE SPACE BAR IS USED TO INSERT BLANKS IN YOUR TYPE, JUST AS IT IS USED



UNIVERSITY OF OTTAWA

ONLINE AFTER SIX WORKSHEET   REV. 09.84

```
-----------------------------------------------------------------------

TYPE IN LABEL FOR DATABASE DESIRED:

WOULD YOU LIKE INSTRUCTIONAL PROMPTS? PLEASE TYPE
YES OR NO:     yes

WOULD YOU LIKE A DESCRIPTION OF THE DATABASE?  (YES OR NO)    no

BRS/   /19NN - MONTH 198_
TYPE IN SEARCH TERM, OR ENTER COMMAND:
             P TO PRINT DOCUMENTS FOUND, R TO REVIEW SEARCH QUESTIONS,
             M TO RETURN TO MASTER MENU, D TO CHOOSE NEW DATABASE,
      OR     O TO SIGN OFF.
S1 -->

A1        NNNN  DOCUMENTS FOUND
TYPE IN SEARCH TERMS, OR ENTER COMMAND
          P TO PRINT DOCUMENTS FOUND, R TO REVIEW SEARCH QUESTIONS,
          M TO RETURN TO MASTER MENU, D TO CHOOSE NEW DATABASE,
    OR    O TO SIGN OFF.
S2 -->

A2        NNNN  DOCUMENTS FOUND
TYPE IN SEARCH TERMS, OR ENTER COMMAND
          P TO PRINT DOCUMENTS FOUND, R TO REVIEW SEARCH QUESTIONS,
          M TO RETURN TO MASTER MENU, D TO CHOOSE NEW DATABASE,
    OR    O TO SIGN OFF.
S3 -->

A3        NNNN  DOCUMENTS FOUND
TYPE IN SEARCH TERMS, OR ENTER COMMAND
          P TO PRINT DOCUMENTS FOUND, R TO REVIEW SEARCH QUESTIONS,
          M TO RETURN TO MASTER MENU, D TO CHOOSE NEW DATABASE,
    OR    O TO SIGN OFF.
S4 -->

A4        NNN   DOCUMENTS FOUND
TYPE IN SEARCH TERMS, OR ENTER COMMAND
          P TO PRINT DOCUMENTS FOUND, R TO REVIEW SEARCH QUESTIONS,
          M TO RETURN TO MASTER MENU, D TO CHOOSE NEW DATABASE,
    OR    O TO SIGN OFF.
S5 -->     p

ENTER A SEARCH QUESTION TO PRINT FROM (E.G. 1 OR 2, ETC.)

ENTER S FOR SHORT PRINT FORM,  M FOR MEDIUM PRINT FORM,
OR HIT ENTER FOR LONG PRINT FORM.

ENTER DOCUMENT NUMBER(S) TO BE PRINTED.  USE
A HYPHEN FOR SEQUENTIAL DOCUMENTS (X-X),
COMMAS FOR NON-SEQUENTIAL DOCUMENTS (X,X,X),
OR ENTER INDIVIDUAL NUMBER (X).  TYPE ALL TO
PRINT ALL DOCUMENTS OR HIT ENTER TO PRINT FIRST
DOCUMENT.
```

University of Ottawa
Morisset Library

12.84

BRS/After Dark

PRESEARCH COUNSELING

If you have not yet used BRS/After Dark or done any computer searching, we strongly urge you to seek Presearch Counseling in Online Reference during our daytime service hours, prior to running your search.

Thank you!

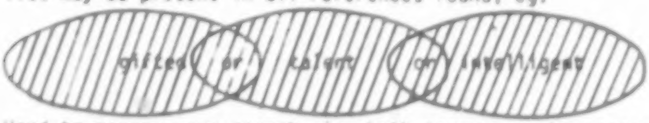
MANUAL/* SECTION*	*Refer to the section of the BRS/After Dark Manual shown in the left column for more detailed explanations. Ask your reference librarian for the Manual.

COMMANDS

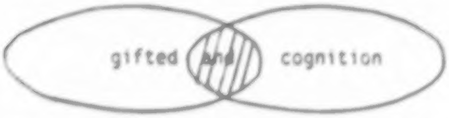
2-6,2-7	p	To print out references -from search question # -in format (s,m,l or RETURN) -number of references to print	p 5 s 1-10
	q	To quit printing at the end of any block of 24 lines of text	
2-8	r	To review your search questions and answers	
	d	To return to the database menu -to switch directly from one database to another, eg.	d dpsyc
2-8	o	To sign off the computer	o

CONNECTORS

3-7 **or** Used to broaden your search, ie. any term in the list may be present in all references found, eg.

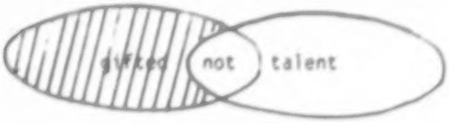


3-7 **and** Used to narrow your search, ie. both terms must be present in all references found, eg.



← Only the shaded part is retrieved!

3-7 **not** Used to exclude a term from your search. Excluded term must not be in any reference found, eg.



← Only the shaded part is retrieved!

FIELD QUALIFICATION

3-4,3-5 You can also qualify your search terms to a specific field of documents to be searched, eg. to the <u>title</u>, as in:

S4-→ **word processing.ti.**

NOTE: the field qualifier is always two letters surrounded by periods. <u>See</u> Manual, pp. 3-4 & 3-5 for details. The .de. field qualifier denotes the <u>subject</u> of a document retrieved. When you search any term or phrase as <u>subject</u>,

a) if it is a single word subject, enter the term followed immediately by .de., eg. **bilingualism.de.**

b) if it is a multi-term subject, ie. descriptor, enter it with <u>hyphens separating each word</u>, eg. **immersion-programs**

.de. is used in the search example on the next page.

Presearch counseling is strongly advised for this type of searching!

TRUNCATION

3-3 **$** To search a word <u>stem</u>, eg. **canad$**
A number after the "$" specifies the maximum no. of letters after the word stem that will be searched, eg. **canad$3**

CORRECTION KEYS

Use the BACKSPACE to erase a few characters.

? Is used to to delete a whole line, eg.

S3-→ **gisted and talent?**

TYPE S TO CONTINUE...
TYPE IN SEARCH TERMS
S3-→ **gifted and talent**

Remember to hit the **ENTER** or **RETURN** key after every command!

BRS/After Dark: search example

```
WELCOME TO BRS AFTER DARK

PLEASE TYPE IN SCREEN LINE LENGTH (20, 40, OR 80)     80

PLEASE TYPE IN THE NUMBER OF LINES ON YOUR
SCREEN (20,21,22, ETC.)     24

  CHECK MENU ITEM 6 FOR INFORMATION ON NEW
  AFTER DARK DATABASES AND SYSTEM ENHANCEMENTS.
  SIX NEW DATABASES HAVE BEEN ADDED TO THE SYSTEM
  SINCE JULY, 1984!!!!!!!

TONIGHT'S MENU IS:

NUMBER          ITEM
   1            LOOKING FOR INFORMATION?....SEARCH SERVICE
   2            WANT TO HEAR THE LATEST?....NEWSLETTER SERVICE
   4            KEEP IN TOUCH!...ELECTRONIC MAIL SERVICE
   6            WHAT'S NEW?...NEW SYSTEM FEATURES
   7            WANT TO CHANGE YOUR SECURITY PASSWORD?...
                SECURITY

TYPE IN MENU ITEM NUMBER THEN HIT ENTER KEY FOR DESIRED SELECTION
```

BEST COPY AVAILABLE

UNIVERSITY OF PENNSYLVANIA

BRS/AFTER DARK QUICK GUIDE

COMMANDS

S to SEARCH (needed only when the **S1-->** ; etc. prompt is not displayed)
P to PRINT
R to REVIEW Search Questions (i.e. list Search Statements and Results)
M to Return to the MASTER MENU
D to Choose New DATABASE (e.g., **D;ERIC** changes to ERIC database)
O to Sign OFF

SEARCHING

```
        TYPE IN SEARCH TERMS
        S1 --> READING DIFFICULTIES  <-- ENTERED BY SEARCHER
SET #1 -> A1    1242 DOCUMENTS FOUND  --- 1,242 DOCUMENTS HAVE THIS TERM

        TYPE IN SEARCH TERMS
        S2 --> MIDDLE SCHOOLS
        A2     1830 DOCUMENTS FOUND

        TYPE IN SEARCH TERMS
        S3--> HIGH SCHOOLS
        A2     7769 DOCUMENTS FOUND

        TYPE IN SEARCH TERMS
        S4 --> 2 OR 3  <-- COMBINATION OF SET 2 OR SET 3
        A4     9134 DOCUMENTS FOUND
                    9,134 DOCUMENTS HAVE ONE OR THE OTHER TERM
        TYPE IN SEARCH TERMS
        S5--> 1 AND 4  <-- COMBINATION OF SET 1 AND SET 4
        A5     17 DOCUMENTS FOUND
                    17 DOCUMENTS HAVE TERM 1 AND EITHER TERM 2 OR TERM
```

PRINTING

```
S6 --> P <- PRINT

ENTER A SEARCH QUESTION TO PRINT FROM (E.G. 1 OR 2, ETC.)  5 <- SET 5

ENTER S FOR SHORT PRINT FORM, M FOR MEDIUM PRINT FORM, OR L FOR LONG PRINT FORM.  M <- MEDIUM
                                                                                      FORMAT
ENTER DOCUMENT NUMBER(S) TO BE PRINTED. USE A HYPHEN FOR SEQUENTIAL DOCUMENTS (X-X),
COMMAS FOR NON-SEQUENTIAL DOCUMENTS (X,X,X), OR INDICATE INDIVIDUAL NUMBER (X) 1-17
                                                                  DOCUMENTS 1-17
```

PRINTING SHORT CUT: THE PRINT COMMAND (P), THE QUESTION NUMBER (X), THE PRINT FORM (M,S,L), AND THE DOCUMENT NUMBER(S) (1-17) CAN BE ENTERED ON ONE LINE, SEPARATED BY SEMI-COLONS, AS: **P; 3; L; 1-7**

BEST COPY AVAILABLE

UNIVERSITY OF PENNSYLVANIA

DIALOG/KNOWLEDGE INDEX QUICK GUIDE

COMMANDS

F to FIND (e.g., F COMPUTER OR COMPUTERS)
D to DISPLAY the results of a search
R to RECAP search questions (i.e. list search statements and results)
B to BEGIN New DATABASE (e.g., B EDUC1 changes to ERIC database)
HELP to get on-screen Help
LOGOFF to end search

SEARCHING

```
       ?F READING DIFFICULTIES  ENTERED BY SEARCHER
SET #1 --> S1   1242 READING DIFFICULTIES   1,242 DOCUMENTS HAVE THIS TERM

       ?F MIDDLE SCHOOLS
                S2    1830 MIDDLE SCHOOLS

       ?F HIGH SCHOOLS
                S3    7769 HIGH SCHOOLS

       ?F S2 OR S3  <-- COMBINATION OF SET 2 OR SET 3
                S4    9134 S2 OR S3  9,134 DOCUMENTS HAVE ONE OR THE OTHER TERM
       ?F S1 AND S4  COMBINATION OF SET 1 AND SET 4
                S5      17 S1 AND S4
                          17 DOCUMENTS HAVE TERM 1 AND EITHER TERM 2 OR TERM 3
```

PRINTING

```
?D  S5/M/1-17
```

ENTER A SEARCH QUESTION TO PRINT FROM. (E.G. S5), THEN A SLASH /

ENTER S FOR SHORT PRINT FORM, M FOR MEDIUM PRINT FORM, OR L FOR LONG PRINT FORM.
(e.g., M), THEN A SLASH /

ENTER DOCUMENT NUMBER(S) TO BE PRINTED. USE A HYPHEN FOR SEQUENTIAL DOCUMENTS (1-7), COMMAS FOR NON-SEQUENTIAL DOCUMENTS (1,3,7), OR INDICATE INDIVIDUAL NUMBER (5).
(E.g., 1,3,5-7)

M1

September 10, 1985

BEST COPY AVAILABLE

WORKSHEET

TOPIC: ______________________________

____

____

____

DATABASE(S): ______________________________

CONCEPT 1	CONCEPT 2	CONCEPT 3
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________

STRATEGY:

Registration Form For Online Database Session

To help us make the session as valuable for you as possible, please answer the following questions and return this form to Nancy Struble, E111 Pattee, before the session to confirm your registration.

* * * * * * * * * * * * * * *

1. What is your main interest in this session? You may check all that apply but please put in priority order with #1 being most relevant:

   ____ To gain general knowledge of potentials/limitations of bibliographic databases
   ____ I plan to use the University Libraries' Search Service in future and want to learn more about it
   ____ I plan to use (or already use) one of the systems such as DIALOG personally
   ____ Other -- please specify:

2. Are you primarily interested in (check as many as apply):

   ____ Databases in general
   ____ Medicine/health
   ____ Biosciences
   ____ Engineering
   ____ Business
   ____ Earth sciences
   ____ Humanities
   ____ Education
   ____ Psychology
   ____ Journalism/news
   ____ Patents
   ____ Grants
   ____ Government reports/publications
   ____ Other -- please specify:

3. Do you presently have an account with a bibliographic database vendor (DIALOG, NLM, etc.)?

   ____ NO
   ____ YES

   If yes, please specify system ______________________________

4. Circle your experience level: NOVICE; MODERATELY EXPERIENCED; VERY EXPERIENCED

5. If you're not a present user, do you plan to get such an account in the next year or so?

____ NO
____ UNDECIDED
____ YES

If yes, which vendors are you planning to access (if known)?

____ DIALOG
____ DIALOG's Knowledge Index
____ BRS
____ BRS After Dark
____ National Library of Medicine (e.g. MEDLINE)
____ SDC
____ ISI (Institute for Scientific Information)
____ Other -- please specify:

6. Do you presently own or have easy access to a personal computer or terminal and modem?

____ YES, I own one Type: ______________________
____ I have access to one
____ NO

7. Comments, if any:

* * * * * * * * * * * * * *

Your NAME:

ADDRESS (Campus, preferably)

PHONE #:

DEPARTMENT:

STATUS (faculty, staff, grad, etc.)

THANK YOU!!

"Using Personal Computers for Information Retrieval: A Consumer's Guide

Introduction: Welcome; objectives; session overview; ground rules

- I. Definition and History of Online Information Retrieval
  - A. Functional definition of online searching
  - B. Brief History and Development
- II. Some Database Vendors and/or Producers (each with various special services)
  - A. DIALOG Information Services, Inc. Palo Alto, CA
    - -- basic system of about 175 databases
    - -- Knowledge Index
    - -- DIALORDER
  - B. BRS (Bibliographic Retrieval Services, Inc.) Latham, NY
    - -- basic system of about 80 databases
    - -- BRS/After Dark
    - -- Message service (MCI)
  - C. NLM (National Library of Medicine) Bethesda, MD
    - -- MEDLINE and about 15 databases in related areas
  - D. Others
    - -- "Search Helper" (Information Access); Sci-Mate (Institute for Scientific Information); other software
    - -- H.W. Wilson indexes online in 1985
    - -- Derwent (patents--also available through DIALOG)
    - -- LEXIS, WESTLAW (Full text legal databases)
    - -- SDC
- III. Databases
  - A. Types
    - 1. Citation
    - 2. Full Text
    - 3. "Reference"
    - 4. Non-bibliographic

        5. Personal (creating own database)

    B. Scope

        1. Standard daytime systems

        2. BRS/After Dark and Knowledge Index

IV. Concepts and Mechanics of Searching

    A. Problem Statement

    B. Choosing Databases

    C. Query (subject) Terminology

    D. Boolean Logic/Positional Operators

    E. Search Strategy; plan formulated ahead of time

    F. Search Execution

    G. Summary:

        1. Quality searching is complex

        2. Regular activity level required

        3. Acquirable skill with individual expertise varying

        4. Requires background knowledge and judgment

V. Costs

    A. Equipment

    B. Communications

    C. Direct costs

    D. Training

    E. Documentation

VI. Advantages vs. Limitations

    A. Assets/Pluses

        1. tedium saving

        2. powerful

        3. thorough

        4. unique access

        5. timely

B. Liabilities/Minuses

1. sources unavailable
2. literal, dumb machine
3. incomplete files
4. no serendipity
5. costs

C. Appropriate Searcher?

1. End-user
2. Intermediary

D. End-users: When? How? Who?

VII. Conclusions

A. Shop carefully for one best vendor

B. Become knowledgeable about a few most important databases

C. Recognize the limits of your own search skills

D. Be generous in estimating total costs of searching online

E. Feel free to consult with PSU Libraries re: own in-house searching operations

F. Seek an intermediary searcher for complex, complete literature reviews

VIII. Demonstration/Practice on BRS/After Dark (example system)

IX. Discussion and Evaluation

L. Friend
R. Seeds

Evaluations - Questionnaires

Instruction for the user of computerized information systems: does it help?

I. The Instruction Program

Today there no longer seems any debate that our society has shifted from one based in industry to one based on the creation and distribution of information. By 1979 the number one occupation in the United States, numerically, had become clerk, the second largest classification being professional. The demand for professional workers has gained substantially and they are almost all information users. The strategic resource is information.

The introduction of information technology has made possible a rapid flow of information between sender and receiver. It also brings order to the chaos of information--it enables users to locate the information they need either by providing direct access to the information itself or telling the user where to find the information. However, technology helps only to the extent that users are skilled in using it. "In the new information society, being without computer skills is like wandering around a collection the size of the Library of Congress with all the books arranged at random, no card catalogue--and of course no friendly librarian to serve your information needs."

It is on this premise that Mann Library has begun a formal program to instruct students in the use of computerized information systems. We first debated the question of whether or not the extensive presence of technology in daily life would be an adequate stimulus to develop the necessary skills in the students; whether by naturally provided opportunities for interaction with computerized systems the students would gain an effective level of efficiency; whether a formal instruction program was necessary, perhaps even overkill.

Based on our intuitive response, we decided that a formal program was essential for our students preparing to enter the professional community. We concluded that the "natural opportunities" do not provide the body of knowledge which is consistently adequate to enable independent use of computerized information systems. We concluded that students need instruction to become literate or competent in the use of these systems. Instruction should produce a student with the abilities to make use of computerized information systems across disciplines together with the motivation to use them. The student needs a basic "package" of skills, transferrable to unfamiliar information systems. He also needs confidence of success so that he is eager to exploit computerized systems in meeting information needs.

John Naisbitt, Megatrends, N.Y.: Warner Books Inc., 1982.

II. Evaluation of the Program

Mann Library provides a program of instruction based on the above premises. It is important, however, to evaluate our instruction to demonstrate that the students are learning. The data derived from the evaluation will be used to modify, change or stop the instruction.

Broadly, the process will evaluate the student's motivation to make use of computerized information systems. In addition it will evaluate the attainment of the basic skills required to be successful with such systems.

The term motivation has no fixed meaning in contemporary psychology. At the most general level, motivation refers to a process governing individual choices among different forms of voluntary activities. There are several theories which set out to explain what it is within an individual which energizes and sustains such behaviour. One point of common agreement is that motivation occurs as a result of needs satisfaction. Thus, for instruction to inspire motivation, it must satisfy a hierarchy of needs in the student. Explicitly, it must enable the student to:

- -- recognize the "material" benefits of using computerized information systems
- -- feel assured that the necessary skills can be learned
- -- recognize that outcomes provide desirable personal accomplishment and esteem

The evaluation process must reveal that these abilities have developed in the student and, since any notion of motivation includes the concept of the persistence of behaviour, it must also reveal a persistence in making effective use of the computerized systems.

The basic skills to be acquired are the core of skills underlying use of any computerized information system. They should be adequate in scope to provide a user with assurance that he will be successful in using an online system to meet his information needs. Instruction must enable the student to:

- -- identify a data base
- -- divide a topic into concepts
- -- select appropriate vocabulary
- -- read a menu online
- -- relate concepts using Boolean operators
- -- input search strategy
- -- manipulate sets
- -- modify searches online
- -- print out search results

The evaluation process must provide evidence that the student has acquired these skills and is able to use them not only with the specific system on which he learns them, but on one or more systems which he has not used before.

The evaluation process is carried out with 2 comparable groups--an experimental and a control group. The control group should be larger, however, to allow for attrition. The process is divided into three parts:

1. Pre-Test
   Purpose: To assess existing levels of motivation and skills and to make the participants aware of their existing levels. This test will be administered to both groups prior to instruction to the experimental group.

2. Post-Test
   Purpose: To demonstrate any changes in motivation and skill levels. This will be administered to the experimental group following instruction and a practice session.

3. Post-Post-Test
   Purpose: To demonstrate any change in motivation and skill levels and to assess transferrability of the skills to other circumstances. This will be administered to both groups approximately one semester after the beginning of the evaluation process.

The evaluation instrument is divided into three parts. The first part is to gather demographic data, the second is concerned with the student's level of motivation towards using computers to retrieve information and the third is designed to evaluate the student's skills and ability to transfer their use to other systems and circumstances.

CORNELL UNIVERSITY

Instruction for the Use of Computerized Information Systems: Does it Help?

1. Name: ______________________________

2. Position: ______________________________

3. Age:

______ 18 - 25
______ 26 - 30
______ 31 - 35
______ 36 - 45
______ 46 +

4. Sex ____ F ____ M

5. Have you used printed indexes in the library to find information (e.g. Reader's Guide to Periodical Literature, Biological Abstracts, ERIC, Sociological Abstracts, Biological and Agricultural Index, etc.) ____ yes ____ no

6. Have you used the card catalog in the library to find books on a subject? ____ yes ____ no

7. Have you had a computer search done to find references to periodical articles and other documents on a topic you have selected? ____ yes ____ no

8. Have you performed such a search yourself? ____ yes ____ no

9. Have you had a computer search done to find a different type of information? ____ yes ____ no

10. Have you performed such a search yourself? ____ yes ____ no

11. Have you ever used a microcomputer? ____ yes ____ no

12. If you have, please check the ways in which you have used it (check all that apply):

playing games ____
word processing ____
programming ____
accessing CU Info or some other "Bulletin Board" ____
online library catalog ____
graphics ____
accessing campus mainframe ____
accessing other mainframe ____
other software applications ____
other uses ____

13. Have you had any formal instruction in the use of computers, including microcomputers?

yes ____ no ____

14. If you have, please check the type(s) of instruction:

Workshops:
approximate number of hours of instruction ________

Computer Science courses:
number of credits ________

Computer applications as part of another course:
approximate number of hours of computer instruction ________

15. How strongly do you agree with the following statements?

SD - Strongly Disagree
D - Disagree
U - Uncertain
A - Agree
SA - Strongly Agree

	SD	D	U	A	SA
a. I value spending my time digging out the names of suitable periodical articles and books for my work.	___	___	___	___	___
b. It is generally easy to identify the right headings for my topic in periodical indexes or the card catalog.	___	___	___	___	___
c. To use a computer to find information for a paper requires many hours of specialized training.	___	___	___	___	___
d. It is important to have technological skills today.	___	___	___	___	___
e. Using computers to find information has little relevance in my career.	___	___	___	___	___
f. The combination of concepts which make up my topic are usually too complicated for a satisfactory search in a periodical index or card catalog.	___	___	___	___	___

15. (Cont'd)

	SD	D	U	A	SA
g. I know I miss critical pieces of information on my topic because it is humanly impossible to search everywhere I should.	___	___	___	___	___
h. I would like a quicker way of finding references than hunting through the card catalog and reference books.	___	___	___	___	___
i. I am reluctant to use computers.	___	___	___	___	___
j. I can manage my life effectively without using computers.	___	___	___	___	___
k. The value of computers is overrated in this society.	___	___	___	___	___
l. I have the ability to learn to control a computer.	___	___	___	___	___
m. Indexes to periodicals are tedious to use.	___	___	___	___	___
n. When I search through the printed resources in the library I am confident that I find comprehensive information on my topic.	___	___	___	___	___
o. I think I can learn to use a computer to find the information that I need.	___	___	___	___	___
p. When I have to learn things I'm not good at, I do poorly.	___	___	___	___	___
q. My ability to use information would be viewed by employers as a great asset.	___	___	___	___	___
r. Using computers to find information is prestigious.	___	___	___	___	___
s. I am confident that I can learn anything I need to know.	___	___	___	___	___
t. It is easy to search in periodical indexes and the card catalog because I can work slowly.	___	___	___	___	___

15 (Cont'd)

	SD	D	U	A	SA
u. I can find information well enough without using a computer.	___	___	___	___	___
v. I enjoy searching through the many volumes of periodical indexes to track down references.	___	___	___	___	___
w. The experience of using computers will assist me in understanding when they can be most helpful.	___	___	___	___	___
x. Knowing how to us a computer extends the power of the mind.	___	___	___	___	___
y. Not being able to use a computer is socially unacceptable.	___	___	___	___	___
z. When searching through periodical indexes, the card catalog, and information "finding tools", it is difficult to concentrate on my topic because I am distracted by other concepts and ideas.	___	___	___	___	___

16. When you search a database are you searching

a computerized form of a particular index or abstract ______

a list of all the books and articles on your topic ______

a combination of subject-related indexes and abstracts ______

uncertain ______

18. Specific databases often maintain lists of controlled vocabulary terms (thesauri) which assist in formulating a search strategy. These terms are usually listed in broader/narrower or acceptable/unacceptable relationships.

INTERCROPPING
BT1 cultural methods
BT2 cultivation
BT2 methodology
rt agroforestry
rt catch cropping
rt companion crops
rt crop mixtures
rt intercrops
rt interplanting
rt mixed cropping
rt oversowing

DEVELOPING COUNTRIES
uf less developed countries
uf third world
uf underdeveloped countries
BT1 countries
BT1 economic geography
BT2 geography
NT1 least developed countries
NT1 threshold countries
rt acp
rt africa
rt agrarian countries
rt asia
rt bangladesh
rt benin
rt bhutan
rt burundi
rt caribbean
rt central america
rt colonies
rt development aid
rt ghana
rt guyana
rt latin america
rt oceania
rt south america

Assume a search topic on intercropping in less-developed countries. Consult the list of thesaurus terms to the left and answer the following questions:

a. "Third world" is an unacceptable controlled vocabulary term.

true ____ false ____

b. The term "least developed countries" is more specific than the term "developing countries".

true ____ false ____

c. Which combination of controlled vocabulary term best represents the concept of less-developed countries?

____ 1. less developed countries or third world or underdeveloped countries
____ 2. developing countries or least developed countries or threshold countries
____ 3. developing countries or countries or colonies
____ 4. Africa or Asia or Latin America or Central America or South America
____ 5. 1 and 2

d. Using only the available controlled vocabulary terms, what is the most efficient and comprehensive search strategy for information on intercropping in less-developed countries?

____ 1. (developing countries or threshold countries or less developed countries) AND (intercropping or interplanting or mixed cropping)
____ 2. developing countries AND intercropping
____ 3. (developing countries or less developed countries) AND (intercropping or cultural methods)
____ 4. all of the above
____ 5. none of the above

17. The following record, a reference to a journal article, was retrieved during a computer search.

AN	84003883
AU	Peters, Christine R. Van Duyne, Frances O.
TI	Slow cooker vs. oven preparation of meat loaves and chicken.
SO	J Am Diet Assoc. Chicago: The Association. Oct 1983. v. 83 (4). pp. 430 - 435. ill. charts.
YR	83.
DE	Cooking methods. Food preparation. Food contaminants. Cooking losses. Nutrient retention. Cooking time. Palatability ratings.
AB	Extract: Two experiments were conducted to compare conventional oven cooking of meat loaves and chickens with preparation in a slow electric cooker. When the cooker was used according to the manufacturer's recommendations, the meat loaves and chicken were in a hazardous temperature zone for 140 and 108 min. respectively. Total plate counts were reduced greatly, and no presumptive coliforms, C. perfringens, or coagulase positive staphylococci were detected after cooking by either method. However, comparisons of cooking losses, mean palatability scores, and thiamin retention indicated advantages for conventional oven preparation. (authors)

Which of the following search statements, used alone, could have retrieved the record?

	could have retrieved it	could not have retrieved it
1. CHICKEN	________	________
2. POULTRY	________	________
3. CHICKEN OR POULTRY	________	________
4. MEAT AND POULTRY	________	________
5. MEATLOAF	________	________
6. NUTRIENT RETENTION	________	________
7. NUTRIENT RETENTION AND (POULTRY OR CHICKEN)	________	________
8. PETERS	________	________
9. (NUTRIENT RETENTION AND POULTRY) OR MEATLOAF	________	________
10. COOKING OF MEAT LOAVES	________	____

19. Imagine that you are searching the topic, DRUG ABUSE IN THE HIGH SCHOOL. If you retrieve only 10 references and want to broaden your search, which of the following search statements, used alone, might be useful?

  a. DRUG ABUSE AND (HIGH SCHOOLS OR SECONDARY SCHOOLS)
  b. DRUG ABUSE AND ALCOHOLISM AND HIGH SCHOOLS
  c. (DRUG ABUSE OR COCAINE OR HEROIN) AND HIGH SCHOOLS
  d. HIGH SCHOOLS AND (DRUG USE OR DRUG ABUSE)

  _____ all of the above statements
  _____ statements a, c and d only
  _____ a and d only
  _____ a, b and d only
  _____ a and b only

20. You switch to another database and search DRUG ABUSE IN THE HIGH SCHOOL again. If you retrieve 1000 references and want to narrow your search, which of the following search statements, used alone, might be useful?

  a. DRUG ABUSE AND (HIGH SCHOOLS OR SECONDARY SCHOOLS)
  b. COCAINE AND HIGH SCHOOLS
  c. HIGH SCHOOLS AND (DRUG ABUSE OR DRUG USE)
  d. COCAINE AND HIGH SCHOOLS AND FEMALES

  _____ all of the above statements
  _____ none of the above statements
  _____ statements a, b and d only
  _____ statements b and d only
  _____ statements a and c only

WW HAGERTY LIBRARY SELF-SERVICE SEARCHING QUESTIONNAIRE

Thank you for helping us evaluate our self-service search service. This questionnaire will only take you a few moments to complete. When you have finished your search, complete the questionnaire and return it to the Reference Desk on the first floor of Hagerty Library.

AFFILIATION

A. COLLEGE
1__Business Administration
2__Engineering
3__Evening College
4__Humanities and Social Science
5__Information Studies
6__Nesbitt
7__Science
8__Other (specify)
____

B. RESIDENCE
1__On Campus
2__Off Campus

C. WHAT IS YOUR DEPARTMENT OR MAJOR?
____

STATUS

D. STUDENT
1__Full Time
2__Part Time

E. CLASS
1__Freshman
2__Sophomore
3__Pre-Junior
4__Junior
5__Senior
6__Graduate Masters
7__Graduate Doctoral

F. NON-STUDENT
1__Alumnus/a
2__Instructor
3__Assistant Professor
4__Associate Professor
5__Professor
6__Administrator
7__Classified Staff
8__Other (specify)
____

YOUR SEARCH

G. Where did you learn BRS searching?
1__R102
2__College of Information Studies curriculum
3__Other Drexel curriculum (specify) ____________________
4__Library workshop or training materials
5__Other (specify) ____________________

H. Please comment on how well your training prepared you to do this search ____________________

I. How many times have you used the self-service search equipment? ______

J. List the databases you searched today (e.g. ERIC, INFO, SSCI):

K. Specify the number of records of each type you printed out:
1______Citations only
2______Citations with abstracts.

L. Is the Compuvend equipment easy to use?
__yes, __no; if no, why not?____________________

M. Is the terminal software easy to use?
__yes, __no; if no, why not?____________________

N. Are you generally satisified with the results of your search?
__yes, __no; if no, why not?____________________

O. What suggestions do you have to improve our service? ____________________

p. We want to look at copies of student searches to determine common search problems. May we have a copy of your search(s)?
__yes, __no. If "yes," leave a copy of your file on the terminal software disk. If "no," trash your file. 99

118

MEMPHIS STATE UNIVERSITY

Date__________

MSU LIBRARIES
U-SEARCH EVALUATION FORM

Name:______________________________ Dept:________________ Status:____________

Have you used U-SEARCH before?_______ Have you had someone do a search for you? ______

Databases used:______________________________________

1. What was the purpose of your search?

_____ Check a reference
_____ Get a few appropriate references
_____ Prepare an extensive bibliography
Other:

2. Number of citations printed:

_____ 0-20
_____ 21-40
_____ 41-60
_____ 61-80
_____ 81-100
_____ 101+

3. Percent of relevant citations:

_____ Over 90%
_____ 75%-89%
_____ 60%-74%
_____ 45%-59%
_____ 30%-44%
_____ less than 30%

4. Percent of citations not relevant:

_____ less than 30%
_____ 31%-49%
_____ 50%-69%
_____ 70%-89%
_____ over 90%

Please turn over.........

5. How easy was this service for you to use?

_____ very easy

_____ easy

_____ somewhat easy

_____ difficult

_____ very difficult

6. How useful was this service to you?

_____ very useful

_____ useful

_____ somewhat useful

_____ not very useful

_____ not useful

7. Do you think you will use this service again?

_____ yes

_____ no

8. Did you consult a U-SEARCH librarian?

_____ before your search

_____ after your search

_____ before and after your search

_____ not at all

Comments, suggestions, etc:

Thank you for completing this questionnaire. It will help us to evaluate this service.

Pennsylvania State University

"USING PERSONAL COMPUTERS FOR INFORMATION RETRIEVAL: A CONSUMER'S GUIDE"

Post-Session Questionnaire

1. Did the session cover about what you expected?

___ yes
___ no (If no, were there areas you can identify for us to include in the future?)

2. Which parts of the session did you find particularly valuable?

___ Description of available vendors
___ Description of available databases
___ Outline of search techniques
___ Demonstration
___ Outline of costs
___ Outline of advantages/limitations

Comments?

3. Which parts of the session were less valuable?

___ Descriptions of available vendors
___ Descriptions of available databases
___ Outline of search techniques
___ Demonstration
___ Outline of costs
___ Outline of advantages/limitations

Comments?

4. Was the session (2 hours):

___ too long?
___ too short?
___ about right?

5. Would you attend a more detailed seminar in your subject area if it were offered?

___ no
___ yes (please indicate area): ______________________________
___ undecided

Post-Session Questionnaire (cont'd)

6. Do you think a "user group" should be formed on campus for people using any of these external systems?

___ no
___ yes
___ undecided

7. After today's session, are you planning to investigate further any of the vendors we discussed?

___ no
___ undecided
___ yes

If yes, which one(s)?

___ BRS
___ BRS After Dark
___ DIALOG
___ DIALOG's Knowledge Index
___ SDC
___ Sci-Mate
___ ISI
___ PSU's Online Search Service
___ NLM
___ Other (specify):

8. Do you think the University Libraries should consider offering some type of formal/informal consulting service for people on campus who are personally using these systems?

___ no
___ yes
___ undecided

9. Should the University Libraries offer formal training in online bibliographic searching for people such as yourselves?

___ yes
___ no
___ undecided

Your name:

Address:

TEXAS A & M UNIVERSITY

End User Questionnaire

Name______________________________ Major/Dept______________________

Address__________________________ Classification: Fr So Ju Sr Gr Fac/Staff

1. Which library services have you used in the past?
   - _____Printed indexes
   - _____OCLC terminals
   - _____ALIS terminals (catalog area)
   - _____Interlibrary services
   - _____Documents division
   - _____Microtext division
   - _____Learning Resources dept. (microcomputers)
   - _____Automated Information Retrieval Service
2. Check as many of the following statements as apply to you:
   - _____I have used microcomputers before.
   - _____I have used mainframe computers before.
   - _____I own a microcomputer.
   - _____I have used BRS/After Dark before.
   - _____I have used IAC/Search Helper before.
   - _____I have used Executive Information Service before.
3. Briefly state the topic of your search:

==

AFTER your search session:

1. Which database(s) did you use?____
2. How many citations were printed out?_______________________________________
3. How many of those citations appear relevant to your needs?____________________
4. Did you have difficulty with any of the following:
   - _____database menu
   - _____error messages
   - _____system prompts
   - _____entering terms
   - _____connecting terms (ignore if Search Helper was used)
   - _____ printing citations
5. Rate the following aspects of the search process: (circle number)
   - a. operating the terminal
     easy 1 2 3 4 5 difficult
   - b. choosing an appropriate database
     easy 1 2 3 4 5 difficult
   - c. choosing appropriate keywords
     easy 1 2 3 4 5 difficult
   - d. using the proper logical connectors (ignore if Search Helper was used)
     easy 1 2 3 4 5 difficult
   - e. zeroing in on relevant references (i.e. making search more specific)
     easy 1 2 3 4 5 difficult
6. Overall, how would you rate your satisfaction with this search session?
   very satisfied 1 2 3 4 5 very dissatisfied
7. Other comments:

BEST COPY AVAILABLE

TEXAS A & M UNIVERSITY

Staff Questionnaire

Date__________

Time form received__________Terminal Available? Yes No

Staff initials______________

LOG

Database	On	Off	Elasped Time	Notes
	. .	. .		
	. .	. .		
	. .	. .		
	. .	. .		
	. .	. .		

STAFF TIME REQUIREMENTS (Minutes) [check at appropriate point on scale]

Pre-Search Explanations	0. . . .2½. . . .5. . . .7½. . . .10. . . .
Explanations at Logon	0. . . .2½. . . .5. . . .7½. . . .10. . . .
Explanations during Search	0. . . .2½. . . .5. . . .7½. . . .10. . . .
Explanations after Search	0. : . .2½. . . .5. . . .7½. . . .10. . . .

Number of times help was required during the search (hashmarks).

Types of help provided (check as many as appropriate):

Pre-Search/Pre-Logon:

- ____Choice of database
- ____Topic
- ____Machine operation
- ____Boolean logic (BRS & EIS)
- ____System commands
- ____Other:

During Search:

- ____Topic
- ____Machine operation
- ____Boolean logic (BRS & EIS)
- ____System commands
- ____Logging off
- ____Other:

Rate User on the following aspects: (Circle) _________Staff initials

1. Experience with use of indexes
   Inexperienced 1 2 3 4 5 Very experienced; No opinion_____
2. Familiarity with keyboards/terminal
   Inexperienced 1 2 3 4 5 Very experienced; No opinion_____
3. Ability to use the system
   Very frustrated 1 2 3 4 5 Very successful; No opinion_____
4. Enthusiasm for online searching
   Highly critical 1 2 3 4 5 Very enthusiastic; No opinion_____

Other comments:

DID YOU RETURN I.D.?

Follow-up Study Questionnaire

NAME________________________________ DATE____________________

1. In what ways did this service benefit you?

2. What problems did you have with this service?

3. A. Our records indicate that you used the system more than once. What did you like about it that encouraged you to use the system again?

   Do you feel effectiveness improved with increased use?

   B. Our records indicate that you used the system only one time. Was there any particular reason you did not use it again?

4. What level of interest would you have in a class on effective use of systems such as BRS/After Dark and Search Helper?

   High_____ Medium_____ Low_____

5. The library is considering offering this service in the Fall and requiring that first time users attend a half-hour training session.

   A. Do you think your results would have been better if such training had been available this spring?

   Yes_____ No_____ Uncertain_____

   B. Would you have used the system if you had been required to attend such a session?

   Yes_____ No_____ Uncertain_____

6. Training can be provided in a number of ways such as a self-paced manual/workbook, slide-tape or videotape presentation, a training diskette that one would use on a micro, lectures from library staff, etc. Which one of these methods would you prefer?

   a. workbook b. slide/videotape c. diskette d. lecture

7. For our pilot project we established a 15 minute limit. If the service is continued, a time limit will still be necessary. What do you think is a reasonable length of time for a search session?_______________

8. The average cost per search session was $4. This seems

   too high_____ too low_____ just right_____

9. If a $3 fee had been levied for use of this service, would you have used it?

   Yes_____ No_____ Uncertain_____

BEST COPY AVAILABLE

Texas A&M

The Role of Instruction in End-User Operated Searching - BRS After Dark

DESCRIPTION

End-user computer searching systems are becoming increasingly common library services. One of these systems, BRS After Dark, offers patrons the opportunity to conduct fully interactive computer searching without the presence of a search analyst. Previous studies have shown the need for some form of user instruction other than that provided by staff on a one-to-one basis. This project evaluated three instructional programs -- an audio-visual slide-tape program, a computer-assisted instructional program, and a user's manual. The objective was to determine the comparative effectiveness of each in orienting the patron to end-user searching.

PROCEDURES

First-time users were randomly selected and assigned to one of the three instructional programs. A librarian was available for consultation during the search. Upon completion of their search, the users were surveyed regarding the relevant number of citations found and their perceptions of problems encountered. The librarians noted the amount of help required during the search and gave their perceptions of the problems encountered. The searches were analyzed on the basis of several criteria: operation of the terminal; database selection; the selection of search terminology; truncation; and the use of Boolean logic.

SUMMARY OF RESULTS

Characteristics	Slide/Tape	Manual	CAI
1. Average % of relevant citations	39.6	46.9	47.6
2. % of users reporting problems	47.2	30.0	33.3
3. % of user problems reported by librarians	94.4	93.9	100.0
Average number of user's questions as reported by librarians			
1. Operation of the terminal	1.25	1.62	1.38
2. Database selection	0.23	0.19	0.57
3. Search term selection	1.39	1.24	1.80
4. Use of Boolean logic	1.52	1.07	1.47
5. Use of truncation	0.37	0.24	0.42

CONCLUSIONS

1. The CAI program was the most popular and satisfactory for the users, giving the highest percentage of relevant citations and a low percentage of problems reported by the users.
2. The slide/tape program was the least satisfactory instructional media, producing the lowest percentage of relevant citations and the highest percentage of users reporting problems.
3. While the manual was not particularly popular with the users, it produced a high percentage of relevant citations and the lowest percentage of problems reported by both users and librarians.
4. The librarians reported a high percentage of user problems with all three types of instructional media.
5. The highest average number of user questions, regardless of the type of instructional media, were concerned with search term selection, operation of the terminal, and the use of Boolean logic. The manual, however, produced the lowest average number of questions regarding search term selection and the use of Boolean logic.

Data is based on preliminary results; completion date for the project is scheduled for September 1985.

Vicki Anders, Geraldine Hutchins, and Joe Jaros
Reference Division
Texas A&M University Library
College Station, Texas 77843
(409) 845-5741

Funding provided by the Texas A&M University Sterling C. Evans Library Research Committee.

UNIVERSITÉ D'OTTAWA UNIVERSITY OF OTTAWA
OTTAWA ONTARIO
CANADA

ONLINE AFTER SIX

PRESEARCH COUNSELING QUESTIONNAIRE

PART A: PRE-SEARCH:

Please answer questions 1-5 before you run your search on the terminal.

1. Is this the first time you have had counseling from a librarian prior to running your own search?

YES ______

NO ______

If you answered NO, please explain briefly why you returned for another counseling session.

2. Did the librarian explain to you the commands, search features (eg. searching by subject descriptors, truncating your search terms, correcting mistakes, etc.), and the charging scheme of your search?

a) fully ______
b) satisfactorily ______
c) not very satisfactorily ______
d) poorly ______

COMMENTS:

3. Did the librarian explain to you the search logic (ie. how to combine your search terms with "and", "or", etc.)?

a) fully ______
b) satisfactorily ______
c) not very satisfactorily ______
d) poorly ______

COMMENTS:

Bibliothèque Morisset
65 Hastey
K1N 9A5
Morisset Library

4. Do you feel that you understood how to use the search logic, ie. how to combine your search terms with "and", "or", etc.?

a) fully ______
b) very well ______
c) well ______
d) not very well ______
e) did not understand ______
f) did not use logic ______

COMMENTS:

5. As a result of the librarian's presearch counseling, do you feel more comfortable with the idea of running your own search?

YES ______
NO ______
MAYBE ______

UNIVERSITY OF OTTAWA

PART B: POST-SEARCH:

6. How long did it take you to run your search on the terminal?

a) 0-5 minutes ______
b) 6-10 minutes ______
c) 11-15 minutes ______
d) 16-20 minutes ______
e) 21-30 minutes ______
f) more than 30 min. ______

7. On first impression, how do your evaluate the overall results of your search?

a) highly relevant to your research needs ______
b) relevant to your research needs ______
c) somewhat relevant to your needs ______
d) not very relevant ______
e) not at all relevant ______
f) cannot judge yet ______

COMMENTS:

8. Do you believe that the presearch counseling you received

a) put you completely at ease ______
b) helped you feel more comfortable ______
c) helped you a bit ______
d) didn't make any difference at all ______
e) hindered you ______

in actually running your search (ie. issuing commands, entering search terms, printing out references etc.)?

9. Now that you have completed your search, do you feel that the librarian who counselled you actually understood your search request?

a) very well ______
b) well ______
c) satisfactorily ______
d) not very well ______
e) not at all ______

COMMENTS:

10. Would you seek counseling for an Online After Six search again?

YES ______
NO ______
MAYBE ______

COMMENTS:

Please return this questionnaire to the librarian at the Reference desk as soon as you have answered it after your search

OR

If you wish, you may return the questionnaire by mail in the self addressed stamped envelope provided.

Thank you.

The results of this survey will be used to help improve our Presearch Counseling services for you.

Select Bibliography

Select Bibliography

Byerly, Greg. *Online Searching: a Dictionary and Bibliographic Guide*. Littleton, Colorado Libraries Unlimited. 1983.

Dodd, Jane, Charles Gilreath, Geraldine Hutchins. *A Comparison of Two End-User Operated Search Systems: Final Report*. Washington, D.C.: Office of Management Studies, Association of Research Libraries, 1985.

Crooks, James E. "End-User Searching at the University of Michigan Library," in *National Online Meeting Proceedings, 1985*. Medford, N.J.: Learned Information, 1985: 99-110.

Faibisoff, Sylvia G. and Jitka Hurych. "Is there a Future for the End User in Online Bibliogrphic Searching?" *Special Libraries*, 72, October 1981: 347-355.

Fogel, Laurence D. and Claire F. Zigmund. "End User vs. Intermediary: a Personal Perspective," in *National Online Meeting Proceedings*, 1985. Medford, New Jersey: Learned Information, 1985: 153-59.

Friend, Linda. "Independence at the Terminal: Training Student End Users to do Online Literature Searching." *Journal of Academic Librarianship* 11, July 1985: 136-141.

Halperin, Michael and Ruth A. Pagell. "Free 'Do-It-Yourself' Online Searching...What to Expect." *Online*, March 1985: 82-84.

Janke, Richard. "Online After Six: End-User Searching Comes of Age." *Online* 8, November 1984: 15-29.

Kesselman, Martin. "Online Update." *Wilson Library Bulletin* 58, May 1984: 652-53, 687.

Kleiner, Jane P. "User Searching: a Public Access Approach to Search Helper." *RQ* 24, Summer 1985: 442-451.

Lyon, Sally. "End-User Searching on Online Databases: a Selective Annotated Bibliography." *Library Hi Tech* 2, September 1984: 47-50.

Mancall, Jacqueline C. "Training Students to Search Online -- Rationale, Process and Implications." Drexel Library Quarterly 20, Winter 1983: 64-84.

Ojala, Marydee, "End-User Searching and Its Implications for Librarians." *Special Libraries* 76, 1985: 93-99.

Quint, B. "Format Searching: A Technique That Helps New End-User Searchers Cover Huge Databases with Simplified Search strategies." *Online* 9, May 1985: 123-128.

Slingluff, D. and others. "An End-User Search Service in an Academic Health Scienes Library." *Medical Reference Service Quarterly* 4, Spring 1985: 11-21.

Smith, Linda C. "Implications of Artificial Intelligence for End-User Use of Online Systems." *Online Review* 4, December 1980: 383-391.

Tenopir, Carol. "Systems for End-Users: Are There End Users for the Systems?" *Library Journal* 110, June 15, 1985: 40-41.

Trzebiatowski, Elaine. "End-User Study on BRS/After Dark." *RQ* 23, Summer 1984: 446-450.